DOCUMENT RESUME

ED 127 865 HE 008 171

TITLE	Outreach Baccalaureate and Beginning Graduate Programs in Florida's Panhandle.
INSTITUTION	Florida State Board of Regents, Tallahassee.
PUB DATE	76
NOTE	116p.
AVAILABLE FROM	Florida Board of Regents, State University System of Florida, 107 West Gaines Street, Tallahassee, Florida 32304
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Educational Economics; Educational Needs; Educational Planning; *External Degree Programs; *Higher Education; Post Secondary Education; *Program Costs; *Program Evaluation; *Regional Planning; *State Universities; Surveys; Tables (Data)
IDENTIFIERS	*Florida

ABSTRACT

Outreach baccalaureate and beginning graduate degree programs have been offered at Panama City Center under the jurisdiction of the University of West Florida since 1971. This feasibility study was conducted to establish directions for the future development of the Center, which already serves substantial numbers of persons in the area of seeking a college degree who find themselves beyond commuting distance to the campus of a public university. Suggested are alternative courses of action that may be taken with respect to expansion. Advantages, disadvantages, and costs of each approach are discussed. Alternatives are: (1) a cutback from the present level of off-campus offerings; (2) a continuation of the existing program at its 1975 level; (3) a limited expansion, calling for a building designed to accompany joint utilization by the University of West Florida's Panama City Center and Gulf Coast Community College; and (4) a branch campus under the academic and administrative control of the University of Florida. (Author/KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED127865

Outreach Baccalaureate and Beginning Graduate Programs in Florida's Panhandle

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE008171

Florida Board of Regents

Tallahassee

1976

76-2

Foreword

Outreach baccalaureate and beginning graduate degree programs have been offered at the Panama City Center under the jurisdiction of the University of West Florida since 1971. This instructional effort has been well received by citizens living in the Panama City area judging by the enrollment gains that have occurred at the Center each year during the five years of its operation.

Not surprisingly, a request was received from the business, educational, and legislative leadership of Bay and Gulf counties in early 1975 that a feasibility study be conducted to establish directions for the future development of the Center. The Center is presently serving substantial numbers of persons in the area seeking a college degree who find themselves beyond commuting distance to the campus of a public university. Enrollment growth at the Center will take place as the population of the area increases, and the request for the feasibility study reflected an educationally sound desire to look to the future.

The feasibility study was conducted during the latter six months of 1975 when widespread concern was being voiced about the inadequacy of funding for public higher education even in its present dimensions. As the report points out, however, educational planning is a legitimate process in good times as well as bad. When inflation is high and revenues are relatively low, expansion called for by a feasibility study may likely be delayed until the overall funding picture improved--this is an inevitable consequence in any aspect of state or federal government.

The report suggests four alternative courses of action that may be taken with respect to expansion. The advantages and disadvantages of each course of action, together with costs, are set forth. This manner of portraying possible ways to provide greater access to baccalaureate and beginning graduate degree programs for Panama City area residents is intended to key expansion to the availability of general revenue that can be allocated to the Center.

The study was conducted by G. Emerson Tully, Director of Research Services, Office of Academic Programs, under the general supervision of Vice Chancellor Roy McTarnaghan. Throughout the six months of the study, close liaison was maintained by Dr. Tully with President James A. Robinson of the University of West Florida and his faculty and staff.

The Panama City feasibility study is one of a series of feasibility studies conducted by the Board. In each study, the central issue was access to baccalaureate and beginning graduate study. There is no more significant educational issue to keep before the Board of Regents than the issue of access. I am pleased to present this comprehensive and objective study to the Regents, to the people of the study area, the Commissioner, members of the Cabinet, and to the Educational Committees of the House and Senate.

E. T. York, Jr.
Chancellor

Acknowledgments

In the pursuit of this feasibility study, an extensive effort was made to survey the educational aspirations and plans of Panhandle residents. Contributing in a most significant way to this effort were: Dr. Larson Bland, Director of the University of West Florida Center at Panama City; Mrs. Pamela Hooper, Director of Testing and Research, Gulf Coast Community College; Dr. James Durham, Director of Institutional Research, Okaloosa Junior College; and Dr. George W. Allen, Jr., Dean of the College, Chipola Junior College.

President James A. Robinson of the University of West Florida arranged for representative members of his faculty and staff to share their views concerning outreach instruction with me. He designated Dr. Billy J. Williams, Associate Vice President for Education, and Dr. William A. Clauss, Director of Continuing Education, to provide me with access to university records and reports on off-campus instruction and to give me any other assistance that I needed, which they did most ably. Without this splendid cooperation, conducting this study would have been a more difficult undertaking.

To Dr. Roy McTarnaghan, Vice Chancellor for Academic Programs, Dr. H. E. Giordano, Associate Vice Chancellor, and to other colleagues in Academic Programs, including Drs. William Phillips, Bruce Mitchell, and Philippe Olivier, I am indebted for reading much of the study in draft form and making numerous helpful suggestions.

Resourceful assistance was also received from the following: Mrs. Iris Owens, Senior Editor, Panhandle Area Education Cooperative, who gave me access to data sources reflecting the economy of the area; Mr. Jack McGill, of the Regents' Management Information Systems office, who analyzed the survey data; Mr. Glenn Sharron and Ms. Paula Kux of Graphic Arts, who designed the cover and did other graphics work; and Mrs. LaRue Duey, Manpower Tallahassee, who patiently typed and re-typed chapter drafts.

G. Emerson Tully
Director of Research Services
Project Director

Table of Contents

Page

Foreword ii

Acknowledgments iii

List of Tables and Figures v

Abstract of Study vii

Chapter 1: Introduction 1

Chapter 2: The Eight-County Study Area 7

Chapter 3: Economy of the Eight-County Area 22

Chapter 4: Outreach Instruction: Statewide and in the Study Area . . 35

Chapter 5: Surveys of Community College Students and Residents of the Panama City Area 48

Chapter 6: The Future of Off-Campus Instruction in the Study Area . . 69

Appendices:

Appendix A: Petition from Bay and Gulf County Leaders 91

Appendix B: Results of Questionnaire Survey of Community College Students 92

Appendix C: Results of Telephone Survey of Panama City Residents . 96

Appendix D: Results of Questionnaire Survey of Panama City Residents 98

Appendix E: Responses of Community College Students by Race 102

List of Tables

Page

Table 1: The State University System of Florida, 1975 3

Table 2: Components of Population Change: Eight-County Area April 1, 1970 - July 1, 1974 10

Table 3: Population Estimates for 1974-2000 for Study Area and for the State 12

Table 4: Population Per Square Mile for the Counties in the Study Area and for the State 14

Table 5: Age Groups in the Area and in the Remaining Counties of Florida as Percents of Total Population . . . 16

Table 6: Response of Area High School Seniors to the Question: Upon graduation from high school do you plan to attend a junior college (Fall, 1968), 4-year college or university? 17

Table 7: Responses of Students in the Area and Students Statewide to the Question: What is the best estimate of your family's income? 18

Table 8: Percents of Students in Area and Statewide Reporting Intentions for Entering a 2-Year College or University . . 19

Table 9: Total Labor and Proprietors Income (in Thousands of Dollars) 26

Table 10: Total Main Campus and Off-Campus Enrollments, Fall, 1974 . 39

Table 11: Comparative Size of Off-Campus Program: Eglin (Ft. Walton), Panama City, and Pensacola Area - Fall, 1974 and Fall, 1975 44

Table 12: Will the absence of a degree-granting institution within commuting distance to your home substantially influence your decision to continue your education? (In percents) . 51

Table 13: Do you expect to continue your education beyond community college? (In percents) 52

Table 14: What probable level of education do you intend to attain? (In percents) 53

Table 15: Into which of the following general areas will your upper-level program of study fall? (In percents) 54

Table 16: Would you have strong objections to completing your college degree by attending class in an off-campus center? (In percents) 55

Page

Table 17: What is your future education goal? (In percents) 59

Table 18: Responses of Community College Students and Panama City Residents to Questions Relating to Work, Class Attendance, Interruption of Study and Work-Study Opportunities (In Percents) 61

Table 19: Responses of Community College Students and Panama City Residents to Questions Relating to Choice of a Senior College, Level of Education to be Attained, Intended Majors, and Satisfaction with an Off-Campus Center (In Percents) 62

Table 20: Differences in Community College Enrollment by Sex, Marital Status, and Place of High School Graduation for White and Black Students (In Percents) 65

Table 21: Plans for Continued Education Beyond Community College for White Students and Black Students (In Percents) . . . 66

Table 22: Average Number of Courses Offered and Average Three-Quarter FTE Enrollments in Two West Florida and Two South Florida Counties 72

Table 23: Budgetary Allocations for the Ft. Walton-Eglin and Panama City Centers (Credit Phase only) 1975-76 75

Table 24: Projected Salaries, OPS, and Expense Costs for Limited Expansion of the Panama City Center 84

Table 25: Branch Campus Costs (Estimated) 89

List of Figures

Figure 1: Eight-County Study Area 8

Figure 2: Continuing Education Credit Course Service Areas for the State University System of Florida 13

Figure 3: Per capita personal income in Florida counties, grouped by planning districts, 1973 30

Figure 4: Actual and Projected 4-Quarter Average FTE Enrollments: Panama City and Ft. Walton-Eglin Centers (1971-1980) . . . 73

Abstract of Study

Purpose of Study

In response to a petition from business, educational, and legislative leaders in Bay and Gulf counties, the Regents authorized a study to determine the feasibility of expanding off-campus and beginning graduate study in the Panama City area. The study was conducted in 1975.

The Study Area

The study area comprised that part of Florida lying west of the Apalachicola River and east of the Santa Rosa County line. Eight counties were in the study area: Bay, Calhoun, Gulf, Holmes, Jackson, Okaloosa, Walton, and Washington. Also included was that part of Franklin County west of the Apalachicola River in which the town of Apalachicola is located.

Population Trends in the Study Area

Population projections for the study area released in 1975 by the Bureau of Economic Research, Division of Population Studies, College of Business Administration, University of Florida, revealed that the study area along the Gulf coast will experience considerable population gain in the years ahead. Even so, the population of the entire study area, as a percent of the State's total population, is projected to decrease from 3.6% in 1974 to 3.1% in 2000.

Economy of the Area

The economy of the area, which has lagged behind that of the State for many years, has recently shown a trend upward. Despite signs that improvement will continue, there are no indications that any drastic changes will occur that will bring the economy of the Panhandle counties up to the State's general level of economy anytime soon.

College Graduates and the Economy

There is no evidence that a shortage of college graduates exists to an extent to have an adverse impact on the economy of the area. Positions requiring college trained persons are being readily filled, but in some cases by graduates from outside the area.

College Study and the Development of the Area's Residents

Many of the persons living in the area have marginal financial resources. Off-campus upper division and beginning graduate programs of study have great appeal for the area's residents who do not have adequate funds to move away from the area to earn the baccalaureate and master's degrees. Although a survey of the community college students in the area indicated overwhelming support for obtaining a college degree through off-campus study, constraints in the present program of off-campus instruction being delivered to the area are undoubtedly denying a substantial number of individuals an opportunity to develop up to their full potential.

Outreach College-Level Programs of Study in the Area

The University of West Florida, since its inception in 1967, has included within its overall mission the development of off-campus programs of study throughout the area. Strong administrative and faculty support for achieving this mission has never varied.

Off-Campus Productivity in 1975

In 1975, the University of West Florida had an off-campus enrollment that approximated 15% of its total enrollment. The acceptance by the University of an area-wide educational mission, coupled with the high level of acceptance of off-campus instruction by the area's

inhabitants, combined to bring about an off-campus instruction program that accounted for 12% of system-wide upper division and beginning graduate enrollment.

The Legitimacy of Educational Planning

The feasibility study was undertaken at a time of great uncertainty concerning the funding of public higher education in Florida. A basic premise of the study, however, was that planning is a legitimate enterprise in good times and bad. The educational needs of a specific area revealed by a feasibility study should be weighed in the context of the total array of educational programs and projects funded by the State.

The Future of Outreach Education in West Florida

Four alternatives with respect to expansion of the University of West Florida's off-campus instructional program were set forth:

1. A cutback from the present level of its off-campus offerings
2. A continuation of the existing program at its 1975 level
3. A limited expansion, calling for a building designed to accommodate joint utilization by the University of West Florida's Panama City Center and Gulf Coast Community College
4. A branch campus under the academic and administrative control of the University of West Florida.

Conclusions

Clearly, the troubled financial year of 1976 is not an opportune time to undertake educational expansion that will require additional funding. A moratorium on expenditure, however, is not to be equated with a moratorium on determining educational needs.

There is clear-cut need for expansion of outreach instruction in the Panama City area by the University of West Florida. This expansion should be designed to resolve the more pressing constraints in the present

off-campus instructional program, and not of a scope to insure the delivery of off-campus programs of study in an optimum manner.

Whether or not any expansion at all occurs will depend upon (a) an improvement of the State's capacity to fund public higher education and (b) a determination that the area's off-campus educational needs rank sufficiently high when viewed along with the other expenditures being made for public higher education throughout the State.

Chapter 1: Introduction

Purpose of Study

This study examined the feasibility of expanding off-campus upper division and beginning graduate instruction in the Panama City area.

In the spring of 1975, a group of citizens representing the business, educational, and legislative leadership in Bay and Gulf counties petitioned the Regents to conduct a feasibility study (Appendix A). Dr. Robert B. Mautz, who was Chancellor at the time, brought the request before the Facilities Committee of the Regents, and also, advised his successor, Dr. E. T. York, Jr., of the request for the feasibility study. Chancellor York, soon after taking office, set aside funds for the study and instructed his staff to proceed with the project.

Access to Public Universities in Florida - An Historical View

Prior to World War II, the University of Florida enrolled principally white males, the Florida State College for Women enrolled only white females, and Florida Agricultural and Mechanical College enrolled black students, male and female alike. In the immediate post-World War II years, the Legislature provided the necessary financial support for all three institutions to expand their programs of study at both the undergraduate and graduate levels. The University of Florida and Florida State College for Women (renamed Florida State University) became co-educational.

The University of Florida and Florida State University continued to have predominantly white enrollments, and Florida Agricultural and Mechanical College (which became Florida Agricultural and Mechanical

University in 1953), a predominantly black enrollment. Not until the early 1970's was the racial mix of the three institutions to change substantially.

Changes in the traditional roles of the three long-standing public institutions of higher education in Florida (one in Gainesville and two in Tallahassee) represented movement toward greater access to public higher education, but not to a significant degree. By far, greater movement took place with the rapid expansion of the public two-year colleges and the opening of additional public universities.

Although the Legislature did not relinquish its authority to establish new public universities to the Board of Control (which became the Board of Regents in 1964) during the 20-year period between the late 1940's and the late 1960's, it increasingly relied on the Board to plan for expansion. One of the most significant outcomes of this planning was the concept of the upper division university, which enabled community colleges to operate with only minimal conflict in educational role with the public universities.

In 1972, Florida International University in Miami and the University of North Florida in Jacksonville opened. For the foreseeable future, the opening of these two institutions completes the State University System insofar as the addition of new institutions is concerned (Table 1). The chances that a tenth university will be added to the nine-institution State University System are almost negligible; not only is there no evidence that another university is needed, but funds to support opening a new institution are not in sight. Enrollment growth of the existing universities in Florida is desirable, and should take place, both on the main campuses and in outreach programs. Diminished general revenue, unfortunately, has placed expanding the State University System by any method in doubt for the present.

Table 1: The State University System of Florida, 1975

	Opening Year	Headcount Enrollment Fall, 1975	Location	Type of Institution
Univ. of Florida	1853	27,797	Gainesville	4-year
Florida State Univ.	1857	21,524	Tallahassee	4-year
Florida A. & M. Univ.	1887	5,463	Tallahassee	4-year
Univ. of S. Florida	1960	23,034	Tampa	4-year
Fla. Atlantic Univ.	1963	7,250	Boca Raton	Upper Div.
Univ. of W. Florida	1967	5,225	Pensacola	Upper Div.
Fla. Tech. Univ.	1968	10,451	Orlando	4-year
Fla. Internat'l U.	1972	10,540	Miami	Upper Div.
Univ. of N. Florida	1972	4,300	Jacksonville	Upper Div.

Source: Preliminary Enrollment Report, Fall, 1975, Planning and Analysis Office, Board of Regents

Access to Public Universities throughout Florida in the 1970's

In 1970, the Regents adopted a long-range planning document titled Comprehensive Development Plan for the State University System of Florida (CODE) which prescribed two alternatives for expanding the State University System: (a) the development of multi-campus universities in metropolitan centers, characterized by a main campus linked administratively to satellite campuses located throughout the urban area wherever needed; and (b) in locations which are not appropriate for satellites of a multi-campus university, an orderly progression of an off-campus facility

offering a conglomerate of courses to a degree-granting center, and ultimately to a full-fledged university.[1]

CODE will likely be revised in the near future and changes in policies and programs made. The basic postulate set forth in CODE that access to baccalaureate and beginning graduate study will be provided for mainly by an expansion of off-campus centers will probably not change, but instead, gain increasing acceptance in the years ahead.

Despite the soundness of the concept that future access to higher education should occur by an expansion of off-campus centers, and despite the evidence that there is an enrollment potential in an area of the state that will support off-campus growth, further expansion of the State University System will come slowly. Current budgetary constraints impede enrollment growth both on-campus and off-campus. Not only are there prospects of limited or even no-growth, but the spectre of enrollment cutbacks has loomed in recent months.

The Legitimacy of Planning for Continued Access

Population gains in West Florida, and especially in Panama City and Ft. Walton Beach, will heighten the need for an expansion of off-campus instruction. Just how urgent this needed expansion is will be discussed in greater detail later in this report. At the same time that the need for additional off-campus instruction is becoming evident, general revenue funds allocated for public higher education are leveling off. To plan for an expansion of off-campus instruction, however, is a legitimate enterprise even if existing support for the State University System continues to be eroded by inflation. An inquiry into the need for expansion, and estimates of resource allocations to support planned expansion take

---

[1] Comprehensive Development Plan of the State University System of Florida (CODE), Office of the Board of Regents, Tallahassee, 1969.

on greater significance as the outlook for funding darkens. Without such planning, there is no firm basis for establishing priorities in meeting educational needs when resources are scarce.

Access to College in Florida's Panhandle

High school seniors who do not have the financial resources to meet the cost of attending college away from home are very effectively denied access to college. Low per capita income over the years for the residents of the Panhandle, far too low to meet the cost of sending young people to college, has been more of a barrier to higher education for many West Floridians than a lack of space for them in Florida's colleges and universities.

There are three community colleges located in the study area - Chipola Junior College in Marianna, Okaloosa-Walton Community College in Niceville, and Gulf Coast Community College in Panama City. These public institutions offering lower division study have made it possible for thousands of persons in mid-West Florida to attend college who probably would not have done so had lower division instruction been less readily available.

Even though the problem of access to a community college in West Florida has been somewhat resolved, the related problem of access to upper division study still confronts many residents. A large number of the students in the three community colleges in the study area have marginal financial resources, and for these students to plan to leave home to reside in another city to attend upper division study is simply out of the question. The opening of the University of West Florida in Pensacola in 1967 eased the problem of upper division study for some students in Escambia and Santa Rosa counties but not for other students living elsewhere in the Panhandle. As the distance from a student's

home town to the university campus extends beyond the commuting range, the chances that a student will enter upper division study decrease. Living away from home and paying room and board constitutes the largest single expense of going to college, and lies beyond the resources of all too many community college graduates.

The University of West Florida was well aware of the financial burden that would have to be borne by community college graduates moving to the Pensacola area to enter upper division study. To help the two-year graduates escape the cost of leaving their homes to complete the baccalaureate, the University of West Florida moved boldly to offer off-campus study in selected locations in the area, thereby initiating an area-wide education mission despite limited resources for this diversification of instructional effort.

Should Access in the Panhandle Be Expanded?

The central question at hand is whether or not the delivery of off-campus instruction in the West Florida area served by the University of West Florida should be maintained at its present level or changed. In considering this question in depth, an array of demographic projections, enrollment data, and estimated cost factors have been analyzed. Alternative courses of action to deal with the educational needs reflected by population and enrollment predictions have been set forth. Succeeding chapters of this study will present and evaluate trend data and cost figures in an effort to give a meaningful portrayal of the issue of access to upper division and beginning graduate study in the Panama City area as well as access through central West Florida in the years ahead.

Chapter 2: The Eight-County Study Area

The Study Area Defined

The study area is comprised of that part of Florida lying west of the Apalachicola River and east of the Santa Rosa County line. Eight entire counties are in the study area: Bay, Calhoun, Gulf, Holmes, Jackson, Okaloosa, Walton, and Washington. A small part of Franklin County west of the Apalachicola River in which the town of Apalachicola is located is also in the study area (Figure 1).

The study area may be described as the hub of West Florida. Important segments of West Florida, however, are not in the study area: Escambia and Santa Rosa counties to the west are not in the study area, nor are Gadsden, Liberty, and most of Franklin County to the east in the study area, although these five Panhandle counties are generally regarded as West Florida.

Most of the counties in the study area, but not all, are in the Panhandle Area Education Cooperative (PAEC). PAEC counties lying east of the Apalachicola River are not in the study. Okaloosa County, which is not in PAEC, is within the region under study.

Cohesiveness of the Area Under Study

The counties in the study area have striking similarities. They are essentially rural without being heavily agricultural. Population density is low, except along some sections of Okaloosa, Walton, Bay and Gulf counties fronting on the Gulf of Mexico. Historically, per capita income has been low, although in recent years an upward trend has been manifested.

OKALOSA
WALTON
HOLMES
JACKSON
CALHOUN
BAY
WASHINGTON
GULF
CRESTVIEW
MILTON
DE FUNIAK SPRS.
BONIFAY
CHIPLEY
GRACEVILLE
MARIANNA
BLOUNTSTOWN
PANAMA CITY
WEWAHITCHKA
Apalachicola River
85
90
10
331
167
77
79
20
231
71
98
331
98
90
10
98
20
331
98

On the north, the area is bordered principally by Alabama, and on the south by the Gulf of Mexico. The area is roughly rectangular, with an east-west axis of approximately 100 miles, and a north-south axis of 40 miles at its narrowest point (on the west) and 90 miles at its broadest point (along the Apalachicola River).

Many residents are native born, as were their parents and grandparents. There are, however, many newcomers. At one time (in the late 1800's and early 1900's), most of the persons moving into the area came from Alabama and Georgia. More recently, in-migration has been from all parts of the country. Overall, native born persons constitute a major segment of the population, perhaps more so than in any other part of Florida.

Cultural differences cannot be identified and quantified easily, but a person from another state who visits throughout Florida is likely to gain a general impression that the people living in the study area are more conservative in their outlook toward social values and political persuasion than the inhabitants of Central and South Florida. Most of the churches in the area are Protestant. As a whole, the people of the study area have customs and mores that are not too dissimilar from those of the people living across the state line in South Alabama.

In-Migration and Population Increase

Population increase throughout the eight-county area in the period 1970-1974 was principally due to the stream of new residents. In Chapter 3, the impact of this in-migration on per capita income will be discussed in more detail. Despite the spurt given to population increase by in-migration, with its attendant effect on income, the percent of

change in population accounted for by in-migration for the area was below a corresponding percent for the state as a whole; 70% of the population gain in the study area over the four-year period resulted from in-migration, in contrast to 91% for the state as a whole.[1]

Table 2: Components of Population Change: Eight-County Area April 1, 1970 - July 1, 1974

	April 1970 Census	July 1974 (EST)	Total Change	Native Increase	Net In-Migration	Percent of Change due to: Nat. Inc.	Net Mig.
Bay	75,283	90,150	14,867	3,885	10,982	26	74
Calhoun	7,624	8,078	454	170	284	37	63
Gulf	10,096	10,697	601	357	244	59	41
Holmes	10,720	12,283	1,563	70	1,493	4	96
Jackson	34,434	40,125	5,691	722	4,969	13	87
Okaloosa	88,187	101,266	13,079	6,430	6,649	49	51
Walton	16,087	17,769	1,482	-13	1,495	0	100
Washington	11,453	13,931	2,478	222	2,256	9	91
Total	253,884	294,299	40,415	11,743	28,372	29	70

Source: Bureau of Economic and Business Research, Division of Population Studies, College of Business Administration, University of Florida, Gainesville. Bulletin No. 32, May, 1975.

Study Area Not Coterminous With University Service Area

Prior to 1960, when there were only three state universities (the University of Florida, Florida State University, and Florida Agricultural

[1] Bureau of Economic and Business Research, Division of Population Studies, College of Business Administration, University of Florida, Gainesville. Bulletin No. 32, May, 1975.

and Mechanical University), there was little expectation among educators or laymen that a university should have a special service relationship to the geographical area in which it was located. During the twelve-year period from 1960 to 1972, in which six new public institutions were opened, planning for teaching off-campus classes became structured along service area lines as the concept of the service area gained wider acceptance. The principal service to be offered was that of continuing education. The continuing education areas for the nine universities as they are now identified are shown in Figure 2.

This feasibility study assesses the educational needs of an eight-county area that is not coterminous with an existing service area. The rationale of grouping the central West Florida counties together to assess the educational needs of the region was not based on the service area concept. Instead, the assumption was made that the educational needs of counties that are linked geographically, economically, and culturally can be assessed most appropriately if the counties are viewed as lying within a region that has an identity and unity all its own.

To pursue the study along the lines of assessing the collective educational needs of a region that has an identifiable cohesiveness does not mean that a decision has been made by the proper authority to change existing continuing education service area lines. Conversely, the general acceptance of the concept of continuing education service areas should not preclude a study such as this one which is aimed at determining the feasibility of delivering off-campus instruction to serve best the needs of persons living in an area which exhibits a cultural, geographic, and economic unity.

Population Trends

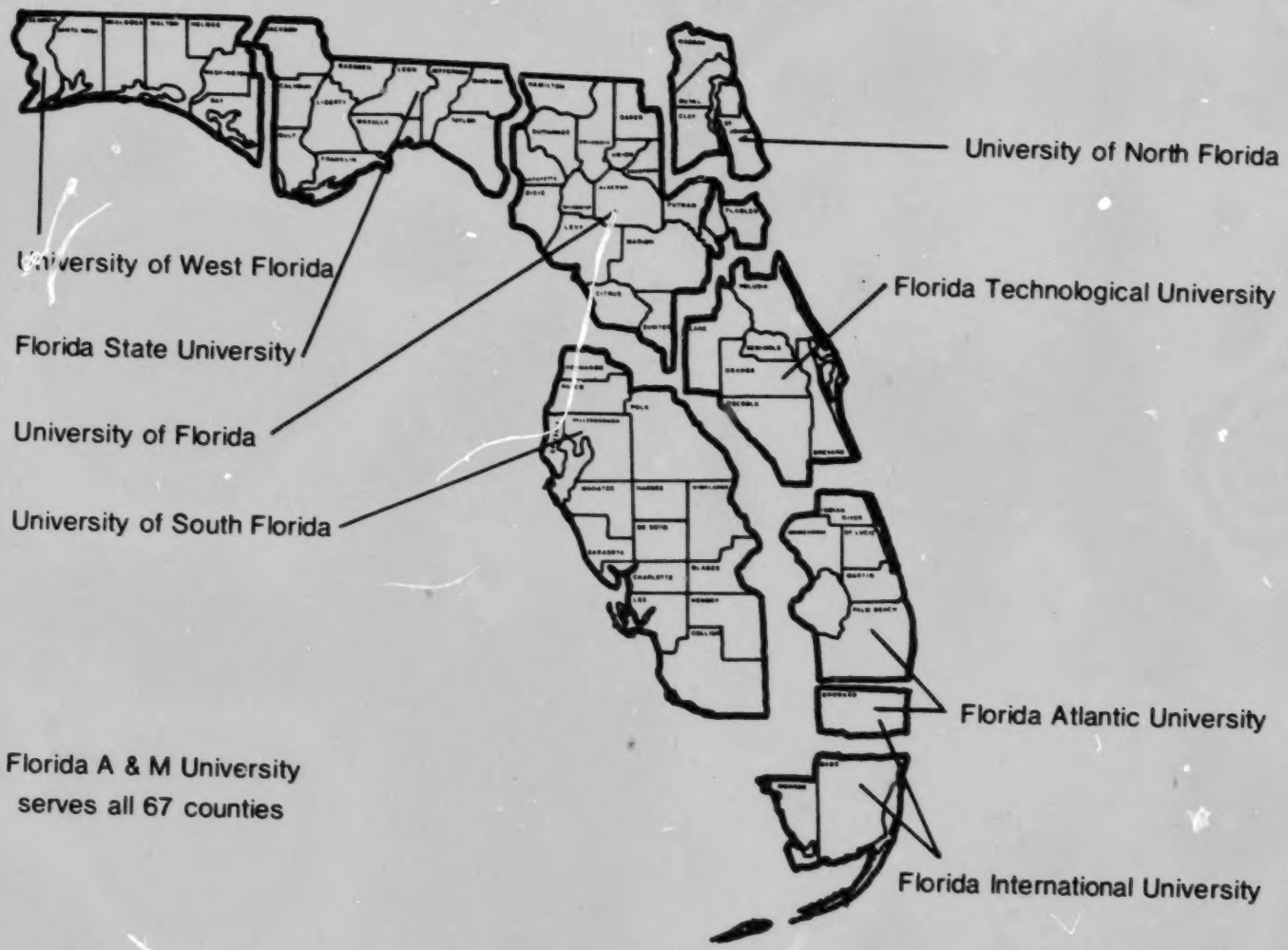
The 1974 population for the study area was 298,599 (Table 3). The area population is expected to show a gradual rise over the next 25 years. This population growth will be centered in the two most populous counties: Okaloosa and Bay. Although the projected population increase for the area is substantial, the area's population, as a percent of the state's population, is expected to decline from 3.6% in 1975 to 3.1% in the year 2,000 (Table 3).

Table 3: Population Estimates for 1974-2000 for Study Area and for the State

	1974	1980	1985	1990	2000
Bay	90,150	106,500	118,800	130,400	151,700
Calhoun	8,078	8,400	8,700	9,000	9,500
Gulf	10,697	11,200	11,600	12,000	12,900
Holmes	12,283	13,200	13,600	13,900	14,400
Jackson	40,125	43,300	44,600	45,700	47,600
Okaloosa	101,266	120,000	133,900	146,600	168,300
Walton	17,569	19,400	20,300	21,100	22,500
Washington	13,931	16,900	18,700	20,300	23,300
Franklin	4,500	4,814	5,046	5,278	5,684
Area	298,599	343,714	375,246	404,278	455,884
Florida	8,248,851	9,945,700	11,236,800	12,419,700	14,558,300
% Area Population to State Population	3.6	3.5	3.3	3.2	3.1

Source: Bureau of Economic and Business Research, Division of Population Studies. College of Business Administration, University of Florida, Gainesville. Bulletin No. 33, June, 1975.

Figure 2 : ***Continuing Education Credit Course Service Areas for the State University System of Florida***



Nov. 1975

Population Density

The four largest cities in the study area are: Panama City, Ft. Walton Beach, Marianna, and Crestview. Other population centers are: Chipley, Graceville, DeFuniak Springs, Valparaiso-Niceville, Blountstown, Wewahitchka, Port St. Joe, and Apalachicola.

Compared to other parts of Florida, the study area has a relatively low population density. Every county in the study area falls below the average population density of the state in 1960 and 1970, and none is projected to rise above the average state population density projected for 1980 (Table 4).

Table 4: Population Per Square Mile for the Counties in the Study Area and for the State

	Land Area (Sq. Mile)	Population Per Square Mile 1960	1970	1980
Bay	747	89.9	100.8	127.4
Calhoun	561	13.2	13.6	14.6
Gulf	565	17.6	17.9	19.8
Holmes	482	22.9	22.2	26.1
Jackson	935	38.7	36.8	42.7
Okaloosa	944	64.8	93.4	118.3
Walton	1,053	14.8	15.3	17.1
Washington	585	19.2	19.6	27.2
State	54,090	91.5	125.5	177.0

Source: Bureau of Economic and Business Research, Division of Population Studies, College of Business Administration, University of Florida, Gainesville. Bulletin No. 30, June, 1974.

Bay County, which has the highest population density of the eight counties in the area, ranked 19th among the state's 67 counties in population density in 1970. In 1980, despite the likelihood that Bay County will experience continued economic development which will increase its population density, Bay County will drop to 20th place among the 67 counties when arranged in rank order according to population density projected for 1980.

Panama City: A Focal Point of Regional Development

Geographically, the center of the area falls in the southern part of Washington County, which is not the population center of the region. The population center (somewhat difficult to locate because of the uneven distribution of population in the area) would also be located in the lower part of Washington County and at considerable distance from one of the larger cities in the area.

Panama City, approximately half-way between Apalachicola and Ft. Walton Beach, is the population center of persons living in the towns and communities along the Gulf coast. Although distances to other cities and towns are substantial (53 miles to Marianna, 60 miles to Ft. Walton, 86 miles to Crestview, 46 miles to Chipley, 67 miles to DeFuniak Springs, and 48 miles to Blountstown), Panama City is more accessible to the greatest number of people than any other major city in the study area.

Young Persons in the Area's Population

Low expected increase in population for the area relative to the increases that are expected for other regions in Florida must be considered when resource allocations are made for the continued delivery of public higher education in the region and throughout the state.

Estimates of low total population gains may well mask educational needs that are revealed to be more pressing when the population mix is studied. Although the area is not heavily populated and is expected to show only a relatively slow rate of increase, the percentage of young people in the area is relatively high and the percentage of older persons is correspondingly low compared to other sections of the state.

Table 5: Age Groups in the Area and in the Remaining Counties of Florida as Percents of Total Population

	0-14	15-24	25-44	45-64	65 and over
Study Area	26.8	19.9	25.3	18.7	9.0
Remaining 59 Counties	22.3	16.3	22.2	21.4	17.8

Source: Bureau of Economic and Business Research, Division of Population Studies, College of Business Administration, University of Florida, Gainesville. Bulletin No. 32, May, 1975.

In 1973, 45.2% of the people living in the eight-county study area fell within the age bracket 15-44 years (Table 5). This large proportion of persons who are now at an age to benefit from higher education constitutes a principal asset of the study area. In that the percentage of persons in the 0-14 age range is also large compared to other counties in the state, the study area will continue to have a relatively large number of persons who are potential enrollees in higher education through 1980. The problem of access to higher education at the baccalaureate level, to whatever degree it exists in 1975, will likely be heightened in the next five to ten years.

Educational Aspirations of the Area's Young People

A statewide survey of the post-high school plans of high school seniors in Florida was inaugurated in 1968. Among the questions asked of the students in the survey were: "Upon graduation from high school, do you plan to attend a junior college, 4-year college or university?" The responses of the students in the study area are shown in Table 6.

Table 6: Response of Area High School Seniors to the Question: Upon graduation from high school do you plan to attend a junior college (Fall, 1968), 4-year college or university?

(In Percents)

	Bay	Calhoun	Franklin[1]	Gulf	Holmes	Jackson	Okaloosa	Walton	Washington	Statewide
Yes, full time	58.5	52.1	40.9	52.0	36.5	53.0	61.4	44.9	43.0	55.0
Yes, part-time	12.0	8.1	4.5	8.7	3.4	8.9	7.8	9.3	7.7	11.6
No	15.8	23.5	31.8	18.0	27.7	21.3	18.1	22.2	33.1	18.0
Uncertain	13.7	16.3	22.8	21.3	32.4	16.8	12.7	23.6	16.2	15.1

[1]The percents in the columns are for Chapman High School, Apalachicola, only.

Source: Plans Beyond High School, A Report of Florida High School Seniors, Fall, 1968, Board of Regents, Tallahassee, 1969.

As Table 6 shows, the 1968 going-to-college expectations of high school students in some of the Panhandle counties were not dissimilar to the college expectations of students statewide. The average percent figure for the study area was 55%, the same as the statewide figure (Table 8). Seven years later in 1975, the intentions of the area students for obtaining a college education dropped to 50%, while the percent of students statewide reporting plans to enter college rose to 59%. Lower family income for area students and escalating college cost probably accounted for the shifting percentages shown in Table 8.

Family Income Level As Reported by Students

The assumption that some students in the area have insufficient financial resources to enter college is borne out by family income data reported by the students themselves. A recent survey of high school seniors, conducted annually by the University of Florida as a part of the Florida Statewide Twelfth Grade Testing Program indicated that area students fall behind students statewide in family income (Table 7).

Table 7: Responses of Students in the Area and Students Statewide to the Question: What is the best estimate of your family's income?

(In Percents)

	Area Students	Students Statewide
Less than $3,000 (about $60 per/wk or less)	7	4
Between 3,000 and 5,999 (60 to 119 per/wk)	12	9
Between 6,000 and 7,499 (120 to 149 per/wk)	11	9
Between 7,500 and 8,999 (150 to 179 per/wk)	10	8
Between 9,000 and 10,499 (180 to 209 per/wk)	13	10
Between 10,500 and 11,999 (210 to 239 per/wk)	10	9
Between 12,000 and 13,499 (240 to 269 per/wk)	9	9
Between 13,500 and 14,999 (270 to 299 per/wk)	7	7
Between 15,000 and 18,000 (300 to 359 per/wk)	8	10
Over 18,000 (about 360 per/wk or more)	13	18

Source: Statewide Survey of Florida High School Seniors, Florida Twelfth Grade Testing Program, Fall, 1975.

Thirty percent of the area students fell in the three lowest income brackets shown in Table 7 (less than $3,000 - 7,499), as compared to 22% of the students statewide. When the next four income brackets were combined ($9,500 - 13,499), they accounted for 42% of the area students, as against 35% of students throughout the state. Combining the three highest brackets of reported family income include the responses of 28% of the area students, as compared to 35% of students statewide.

To combine the income brackets and corresponding area and statewide percentages further, the five lowest income brackets included the responses of 53% of area students and 40% of students statewide, and the five highest income brackets accounted for the responses of 47% of area students as compared to 60% for the entire state.

Trend in Going-to-College Expectations

The 1968 survey did not ask the students to report family income. Both surveys, however, asked the students to report their intention of going on to college after finishing high school. The responses of the high school seniors to similar questions asked on the two surveys with six years intervening provide a basis for viewing trends in the expectation of the area's high school students for entering college as compared to students statewide.

Table 8: Percents of Students in Area and Statewide Reporting Intentions for Entering a 2-Year College or University

	1968	1975
Area Students Expecting to Attend	55	50
Statewide Students Expecting to Attend	55	59

Source: Statewide Survey of High School Seniors Administered as a part of the Twelfth Grade Testing Program. Fall, 1968 and 1975.

The cause of the drop in the percent of area students citing an intention to enter college during a span of years when the expectations of students on a statewide basis increased is a matter of speculation. An inference that the area percentage slipped downward while the statewide percentage rose reflected differences in per capita income for the area and for the state is probably defensible. Going-to-college costs increased enormously during this span of seven years, and these higher costs would have more of an impact in an area of lower per capita income than in an area of higher per capita income.

Summary

The eight-county study area is a large geographical region dotted with small towns in its northern sector, and containing a developing population corridor along the Gulf coast.

Although the population of the area is expected to increase, the gain will be moderate and somewhat below the gain predicted for the state as a whole. Panama City and Ft. Walton, connected by a 60-mile stretch of U. S. Highway 98, will show a population gain that will far exceed the gain predicted for the area as a whole.

The study area has a somewhat homogenous population from the standpoint of customs, philosophy, and general outlook on life. Lying at the core of this cluster of beliefs and attitudes is a great reliance on a college degree as a way to a better life.

The belief that going to college is a noteworthy endeavor cannot be acted upon by many persons in the area because of their relatively low per capita income. There is basis for the conjecture that higher costs of attending college have brought about a decline in the expectations of the area's young people that they will enter college.

The area is well served by three appropriately located public community colleges. Ironically, as these three institutions continue to provide residents of the Panhandle with access to higher education through the first two years of college, they are building a larger and larger reservoir of persons eligible for upper division study, whose financial resources to leave home to attend an upper division institution are often inadequate.

Chapter 3: Economy of the Eight-County Area

Determiners of Economic Development

Among the principal basic determiners of the economy of any region are: the land and its natural resources; the people, and their level of training and education; the climate of the area; the availability of capital; the occurrence of population centers in the area, and the network of transportation that enables the movement of people and products both within the area and to and from outside regions. Interaction among these determiners brings about economic development which in turn sets the level of productivity and establishes per capita income.

The Economy in the Past

Growth and development in South Florida and in West Florida throughout most of the 1900's stands in sharp contrast. In the next decade or so, the differences in the rate of economic expansion in the two areas may be less dramatic. A comparison of the factors that led to differential rates of economic activity, and speculation whether or not the economic trends of the past will persist provide a backdrop for reviewing the area's economy.

In the late 1800's, South Florida, with its climate and beaches, beckoned citizens from along the middle and upper eastern seaboard to the state. Railroad tycoons Flagler and Plant saw the promise of Florida, and used their access to capital to extend railroads to St. Augustine, Tampa, Palm Beach, Miami, and in 1912, to Key West. By 1925, Miami was calling itself the Magic City, and indeed it was. Palm Beach became a resort center for rich northerners, some who came for the winter months,

but others to remain throughout the year. Large numbers of persons moved to Florida, particularly from Georgia, to share in the economic boom in the making.

The Great Depression that began in the late 1920's, a nationwide economic disaster, was an enormous setback for South Florida. West Florida, although feeling the economic downturn, weathered the Depression somewhat more easily than South Florida in that there was no drastic cutback from a high peak of economic development. Low level economic activity in the Panhandle prior to 1929 continued at a low level as South Florida suffered more intensely by plummeting from the riches of high prosperity and boom to the rags of economic stagnation and burst.

Long years of recovery extended to the pre-World War II era. When recovery from the Depression came, economic development resumed generally along the lines that characterized growth and development prior to 1929. West Florida's time was yet to come.

Estimates of the Future

Views of the future of West Florida vary widely. There are some people, many of whom live in West Florida, who sincerely believe that the Panhandle is truly a land of great promise in the years ahead. Urban sprawl, congestion, and the high cost of living in South Florida will ultimately, in the view of these pro-West Florida prognosticators, cause economic development in the southern part of the state to level off, with a corresponding increase in economic development in West Florida. In contrast, other forecasters of the future believe that the climate, the land, and resource to capital that originally stimulated economic growth and development in the southern counties will continue to spur development in a setting of limitless opportunity. To this latter group, the future

will be very much like the past, with South Florida way out ahead and West Florida lagging behind.

Study Area's Potential for Development

The assessment of any region's potential for development must include a look at its mineral, timber, soil, and water resources. In today's world, to these traditional gauges of potential must be added the assets of favorable climate and sandy beaches, which by attracting vacationers and retirees, serve as a major component in economic development.

Escambia County, which lies outside the study area, has experienced spectacular industrial development. An abundance of water, slash pine, a labor pool, and port facilities brought in Chemistrand and Monsantos, giant producers of a variety of commercial chemical commodities and household wares.

To a degree, industrial development has taken place at Panama City and Port St. Joe that is similar in some respects to that of the Pensacola area. The prospects that the eight-county area will in the years ahead attain the same level of industrial development that Escambia County has reached are at best long-range. In 1973, total labor and proprietors income in Escambia and Santa Rosa counties in manufacturing was $878,582,000, more than three times that for Bay and Gulf counties, which had a total income from similar sources of $271,440,000.[1]

There is no significant income from mining and mineral resources in the eight-county area at the present. If the exploration for oil on the Gulf bottom 40 to 80 miles off-shore from Panama City proves productive, the economy of the eight-county area would likely take a sharp turn

---

[1]Florida Personal Income Business and Economic Dimensions, Bureau of Economic and Business Research, College of Business Administration, University of Florida, Gainesville, July-August, 1975, pp. 11-13.

upward. At this time, however, there is no firm basis for projecting that income from mineral and oil resources will be a factor with which to reckon in the near future.

At one time, vast stands of pine, cypress, and hardwood constituted a major natural resource of the eight-county area. Although considerable timber remains, much of the virgin timber has been cut. The great sawmill located on the west side of the Choctawahatchee River at Westville (Holmes County) is no longer in operation. Another vast mill at Caryville east of the river (Washington County) still operates, but not on its former scale. The large lumber mill in Bay County (Millville) is silent. Mills throughout the area are producing lumber, but some of the operations are small, and their total output does not accord lumbering the dominant place in the economy that it held a half-century ago.

Replacing the large tracts of virgin timber of the early 1900's are many thousands of acres of slash pines. Planted slash pine furnish pulp wood for the large paper mills at Panama City and Port St. Joe. Tree farming contributes substantially to the economy of the eight counties by providing steady support to the level of per capita income in supplying the pulp wood that keeps the paper mills going. All in all, however, the slash pine industry does not loom as a major factor in driving per capita income up to a level commensurate to the average per capita income for the state.

The eight-county rural area under study will certainly in the future become more developed agriculturally. In 1973, however, farm income totaled only $29,621,000, accounting for less than 5% of the area's total income of $755,037,000 (Table 9). Where good soil exists, farming takes place. On the whole, however, the area's agricultural industry is not a major component of the overall economy at the present time.

Table 9: Total Labor and Proprietors Income (in Thousands of Dollars)

	Bay	Calhoun	Gulf	Holmes	Jackson	Okaloosa	Walton	Washington	Area	Florida
Total Income	241,4[illegible]	13,550	29,965	16,891	87,125	317,225	25,978	22,828	755,037	27,570,701
By Type										
Wage and Salary Disbursements	216,601	10,003	25,693	11,429	63,863	291,307	20,149	18,381	657,426	23,623,190
Other Labor Income	9,315	370	1,833	430	2,628	8,365	1,054	778	24,773	1,260,425
Proprietors Income	15,559	3,177	2,439	5,032	20,634	17,553	4,775	3,669	72,838	2,687,086
Farm	-108	1,876	55	3,345	14,274	1,817	1,495	2,058	24,812	699,753
Non Farm	15,667	1,301	2,384	1,687	6,360	15,736	3,280	1,611	48,026	1,987,333
By Industry										
Farm	75	2,340	110	3,647	16,745	2,037	2,571	2,496	30,021	981,692
Non Farm	241,400	11,210	29,855	13,244	70,380	315,188	23,407	20,332	725,016	26,589,009
Private	150,368	6,788	24,974	7,322	41,578	113,315	15,372	11,380	371,097	21,550,137
Manufacturing	29,980	2,711	14,821	1,879	10,189	17,016	2,741	905	80,242	3,583,008
Mining										108,308
Contract Const.	17,985	419	2,035	539	2,781	19,961	1,746	2,586	48,052	3,034,331
Wholesale & Retail	45,882	2,207	2,046	2,386	14,021	32,993	4,754	2,678	106,967	5,316,078
Fin., Ins., and R. Estate	11,232	25[illegible]	637	427	3,153	8,825	2,012	1,183	27,727	1,935,444
Trans., Comm., & Pub. Util.	14,273			439	4,792	7,847	1,488	1,972	30,811	2,233,540
Services		995		1,544	5,728	25,343	2,413	1,968	37,991	5,175,407
Other Industries			340	108				88	536	164,021
Government	91,032	4,422	4,881	5,922	28,802	201,873	8,035	8,952	353,919	5,038,872
Federal, Civilian	23,037	322	275	578	1,916	52,711	705	542	80,086	990,913
Federal, Military	40,405	122	186	214	755	114,828	378	230	157,118	921,046
State and Local	27,590	3,978	4,420	5,130	26,131	34,334	6,952	8,180	116,724	3,126,913

Source: Business and Economic Dimensions, College of Business Administration, University of Florida, Gainesville, July-August, 1975, pp. 9-14.

New Developments

Extensive pasture lands are being developed. For example, in and around Wewahitchka (Gulf County), land that once was used to grow slash pine has been converted into pastures. If this trend continues as expected throughout the area, farm income will rise. Such a development would serve to support and stabilize the present level of the area's economy, and perhaps to contribute to a gradual rise, but does not hold the promise of bringing about an immediate and sharp change per capita income.

Transportation is improving, but still has some serious constraints. U.S. 90 and U.S. 98, the long-existing east-west arteries, are inadequate for local traffic within the areas, and for traffic passing through from one outside region to another. As I-10 nears completion, east-west automobile and truck traffic is being greatly facilitated. I-10, too, will in time prove inadequate unless U.S. 90 and U.S. 98 are improved to take their share of the increasing volume of highway traffic. Both of these federal highways are mostly two-lane, and are often congested, especially U.S. 98 in the summer months.

Except for brief stretches of four-laning, all north-south highways are two-laned. There is no immediate expectation of any substantial change in the north-south highways. Even so, in their present state, the highways offer fairly ready intra-area automobile and truck travel.

Passenger train travel is nonexistent, and air travel is barely minimal. Passenger travel on any type of carrier is, of course, a function of demand. There is no basis for projecting any significant expansion of passenger travel via commercial carrier in the foreseeable future.

The Gulf Corridor

The Gulf beaches, in recent years, have come to be a valuable asset to the region. To old-timers and newcomers alike, the stretch of recreational and resort facilities in the Panama City area and in the Ft. Walton-Destin area fully justifies being called the "Miracle Strip".

The development of the Gulf beaches of Okaloosa, Walton, Bay and Gulf counties is a source of pride to persons living throughout the eight-county area. In time, there may be a population corridor beginning west of Ft. Walton and running east of Panama City that will contain many times the present population. If such a development occurs, however, it will likely take place over a period of two decades or more, rather than within the next five or ten years.

Military Installations and the Economy

Located within the study are two large military installations: Eglin Air Force Base centered mainly in Okaloosa and Walton counties, and Tyndall Air Force Base approximately seven miles east of Panama City. Civilian and military payrolls of these two bases and their satellite fields contribute significantly to the economies of the two counties in which the installations are located as well as to the economy of the entire eight-county area. Income in 1973 from federal government sources (civilian and military payrolls) was $230,981,000 for Okaloosa and Bay counties combined; for the eight-county area, federal government payrolls reached $255,240,000. State and local government jobs added $116,964,000 in wages that year for the area, which together with federal income sources accounted for approximately 51% of income from all sources in the area.

Governmental payrolls are not likely to decrease significantly in the future. The prospects of the counties within the study area are reasonably bright for a steadily expanding economy, despite the constraints placed on economic development by a relatively slow growing population, inadequacies in the transportation network, and low productivity in agriculture.

Per Capita Income

Per capita income has long been considered by economists as a valid indicator of the economic activity in an area. Throughout most of the 1900's, per capita income of persons living in the Panhandle has been relatively low in comparison to that of residents in other parts of the state.

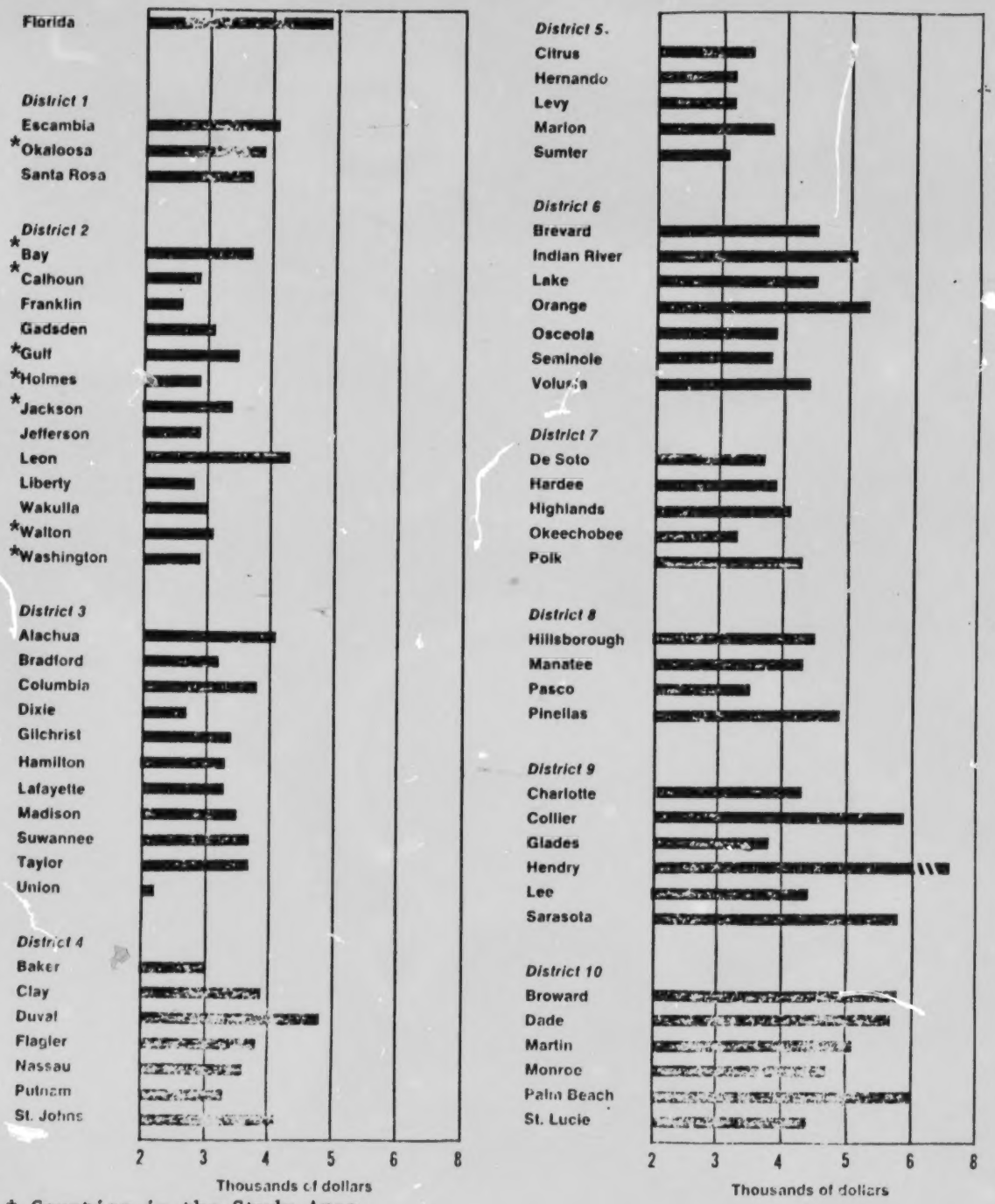
For the past five years or so, per capita income of the rural counties in West Florida, including the eight-county study area, has been rising. In 1975, the Bureau of Economic and Business Research, University of Florida, reported that "since 1969, the residents of districts 2 and 3 (seven of the eight counties in the study are in district 2) in northern Florida have experienced a better than 50% increase in per capita income, an annual average of $300 per person".[2]

Undoubtedly, per capita income has been elevated in West Florida as many persons moving into Florida have settled in the northern counties to avoid the high cost of housing in South Florida. Despite this rise in per capita income in West Florida in recent years, per capita income remains substantially below the state average (Figure 3). Only four counties

---

[2] Business and Economic Dimensions, Bureau of Economic and Business Research, College of Business Administration, University of Florida, Gainesville, July-August, 1975, p.4.

Figure 3—Per capita personal income in Florida counties, grouped by planning districts, 1973



* Counties in the Study Area

Source: Business and Economic Dimensions, Bureau of Economic and Business Research, College of Business Administration, University of Florida, Gainesville, July-August 1975.

in the study area--Okaloosa, Bay, Gulf, and Jackson--had per capita income averaging as high as $3,500 - $4,000. The state average was nearly $5,000.

Personal Fulfillment and Economic Development

An enormous significance is attached to a college degree by persons living in the study area. In the spring of 1975, when graduation exercises were held at the University of West Florida Center in Panama City, more than 500 persons--members of the families of graduates, friends and colleagues--were on hand to see 70 graduates receive their degrees. This was the first organized commencement at the new Center.

The feeling of accomplishment experienced by the person who receives a college degree quite likely stimulates the degree recipient to be productive in the economy. In reaching his educational goal, the graduate not only prepares himself to fulfill a more productive role, but motivates others to follow his course of action. West Florida educators have long noted that many graduates are the first members of their immediate families to obtain a college education. The acclaim that is given to these graduates who have charted a new course of action economically and professionally tends to support the belief that other members of their families and circle of friends will feel the quickening of the desire to earn a college degree if provided with access to higher education.

The social and economic impact of the extension of the higher education process in families not previously involved in higher education is not easily quantified. That favorable consequences ensure, even in the face of little or no supportive empirical data, is widely acceptable to educators and laymen alike.

College Graduates and the Economy

A question that comes up when the economic potential of a region is discussed is whether or not a sufficient number of college trained persons will be available to support hoped-for economic development. There are no obvious signs that an across the board shortage of college trained persons in the study area exists. On the other hand, there is no apparent surplus of college graduates. The absence of a surplus of college graduates when the economy is at its present level could become a shortage if the economic pace of the area quickens.

There is no evidence that the economy is suffering because there are not more college graduates to fill positions in business, industry, education, and government. Openings in these four broad employment sectors are not going unfilled, which suggests that no shortage of college trained manpower is in effect.

A rise in the economy will not necessarily be blocked if a shortage of college graduates develops. There are surpluses of college graduates in other parts of Florida, throughout the state, and nationwide. In this day of high mobility and the wide dissemination of job opening notices, positions in the area requiring college-trained personnel will quickly be filled by eligible persons from outside the study area.

The basic issue at hand is whether or not persons who are now living in the area, and who have not entered upper division or beginning graduate study should have an opportunity to continue their education rather than see desirable openings filled by newcomers to the area.

There is no question but that there is a backlog of persons who have not pursued their work toward a degree because of limited access to public education leading to the degree. All in all, the biggest disadvantage borne by the area's residents is a lack of an opportunity to

fulfill their aspirations for career and personal development. There is no procedure for assigning a dollar loss to the failure of local residents to receive training up to their full potential. This means that there is at present no valid approach for determining the impact of unfulfilled aspirations on the economy. One may postulate, however, and on firm logical grounds, that when substantial numbers of persons are denied reasonable access to baccalaureate and beginning graduate study, their general sense of frustration and defeat has a detrimental effect on economic development generally.

Summary

There are signs that West Florida, inclusive of the eight counties covered by this study, has embarked upon a period of economic expansion. The most convincing barometer of this development is the impressive rise in per capita income since 1969. Continued growth and development, however, except in some sectors of the Gulf coast, will be steady but not explosive. All signs considered, growth and development in the Panhandle will be at a less than rapid pace than growth and development in other sections of the state.

At the present time, persons from the area are enrolled throughout the State University System. The University of West Florida and Florida State University enroll a relatively larger number of area students because of the greater proximity of population centers in the area to these two universities than to the other public universities in Florida. Even so, one may properly ask if the State University System in its present scope provides adequately for the area's need for college graduates.

In answer, the observation can be made that no across the board shortage of college-trained personnel in the area is evident. On the other hand, there is no apparent surplus of college graduates. If the

economic growth that is now underway continues, the need for additional numbers of college graduates will likely become somewhat more pressing, but such a shortage would not adversely affect the economy to a significant degree. There are too many graduates living outside the area who will gladly move to West Florida to fill any openings that developed.

There is much likelihood that additional numbers of residents of the area would attend college if off-campus instruction is expanded in the area. Persons continuing in post-secondary education not only contribute to a trained manpower reservoir but heighten their chances for self-fulfillment. Although there is no compelling evidence that the trained manpower pool is at a level so low as to be harmful to the economy, there is a basis for the conjecture that many individuals are not realizing their own personal fulfillment. In the long run, if substantial numbers of residents continue to experience a feeling of denial and defeat in attaining their aspirations, one of the principal assets of the region for development - its people - will remain largely undeveloped.

Chapter 4: Outreach Instruction: Statewide and in the Study Area

Early Beginnings of Off-Campus Study

A generation or so in the past, the only way a young person might earn a college degree in Florida was by on-campus study at a college or university. Some access to off-campus study was provided by the General Extension Division of the University of Florida, which made available an array of correspondence courses to any student who wished to augment his course work being taken on the campus. In addition, off-campus work was also offered in Home Economics by Florida State College for Women and in Agriculture by the University of Florida and Florida Agricultural and Mechanical College. In the main, however, the college student of more than a quarter a century ago met degree requirements through attending classes on a campus.

After World War II, the universities with greater frequency began staffing classes away from the campus. There was no pattern to this effort, and faculty members literally criss-crossed the state in traveling to towns and cities to meet classes organized to fulfill requests for off-campus instruction.

Off-campus work included instruction that yielded credit as well as workshops and seminars that provided in-service training for which no course credit was given. During the 1950's, there was a steady, but unplanned growth in all types of off-campus instruction.

In 1961, the Legislature established the Florida Institute for Continuing University Studies (FICUS), and charged this agency with centralizing off-campus study on a statewide basis. Under FICUS, the volume of off-campus work exhibited spectacular growth. In 1965, FICUS was dissolved by the Legislature, and the task of maintaining off-campus work was again

assumed by the public universities, with systemwide coordination being effected by the Regents.

To facilitate coordination and service, the concept of Continuing Education Credit Course Service Areas was implemented (Figure 2, Chapter 2). A service area was defined as "the counties in the geographical area assigned to a university for meeting off-campus credit needs." In the universities generally, a dean or director of continuing education was named to administer programs of continuing education.

Continuing Education: 1965 - 1975

During the ten-year period that continuing education has been offered by the universities subject to coordination at the Board level, off-campus instruction has shown an uneven growth, reflecting differential priorities assigned to off-campus study by the nine public universities. The question of university jurisdiction was not easily resolved, despite the definition of service areas. In 1974, the Chancellor's office issued the following policy statement intended to clarify some of the questions that had arisen regarding the offering of off-campus instruction and credit activities which are different from regular credit courses:

> All off-campus credit activities, whether courses, degree programs, institutes, or other organized learning experiences for which credit is given, fall under the Board of Regents policy governing credit activities. Under this policy a university may offer for credit off-campus any credit activity which it has been authorized to offer for credit on-campus. A university may offer credit activities in its own service area without receiving prior approval by the office of the Board of Regents. But no university may offer any credit activity outside its own service area unless it has been authorized to do so by the Board of Regents office. Such authority will be granted by the office of the Board of Regents only when the local university is unable to offer the activity and refers the request to the Board office or when the activity has been declared by the Board office to be a unique program offered only by the university desiring to offer it.[1]

---

[1]Memorandum from Vice Chancellor Tucker to the Council of Academic Vice Presidents, February 13, 1974.

Commission on University Outreach and Service

As stated in Chapter 1, the State University System, comprised of nine universities, is now complete, and there is little possibility that a new public university will be opened for another considerable span of years.

The continuing demand for knowledge-based services of the universities means that instruction delivered on an outreach basis must be intensified. In early 1975, Chancellor-Designate York, noting the extraordinarily heavy volume of off-campus work in the state, credit as well as non-credit, established a Commission on University Outreach and Service and charged it with the following tasks:

1. To assess the knowledge-based needs of the "consumer", i.e., the citizens of Florida, which would include instruction, certification, research and extension.

2. To assist in determining the role of the State University System in these areas in conjunction with community colleges, private colleges and universities, proprietary higher education, management consultants, and private contract research institutions.

3. To assist in the inventory of the existing educational outreach of the State University System and evaluate these efforts.

4. To assist in determining the extent to which the State University System can modify and expand its programs to meet the needs within the resources that will be made available.

5. To assist in developing a plan of action for delivery by the State University System.

6. To assist in developing a plan for continued re-assessment and direction.[2]

Off-Campus Study in the Study Area

The above tasks assigned to the Commission on University Outreach and Service clearly indicate that "outreach" is a concept broader than

---

[2]Prospectus, State University System Commission on Outreach and Service (mimeographed), Board of Regents, Tallahassee, February, 1975.

off-campus credit study. Outreach instruction also includes proprietary higher education, non-credit study, and efforts to meet research and service needs reflected by the citizens of Florida.

By including off-campus instruction within the larger framework of outreach study and service, the Commission has given off-campus programs of study leading to credit study encouraging support. The action of the Commission has also amplified policies earlier established by the Regents prescribing that off-campus instruction would not be offered unless it was of the same quality as instruction on the campus.[3] A decade or so ago, off-campus work, in the minds of some people, was inferior in quality to campus study. This onus attached to off-campus instruction has been diminishing in recent years, but to some degree lingers on. As the Commission sets about fulfilling its task, off-campus study will likely gain increasing acceptance as a proper and defensible instructional delivery system for providing access to higher education to persons who do not live within commuting distance of an established university.

The vigor of off-campus credit instruction in the study area suggests that the persons now enrolled in off-campus course work do not hold to the belief that off-campus study is of poor quality. There is evidence that off-campus study will be in increasing demand; young people currently enrolled in the area's three public junior colleges overwhelmingly reported that they held no reservations toward obtaining the baccalaureate degree through off-campus study (see the survey results reported in Chapter 5).

---

[3]Administrative Procedures Act, 6C-802 (4) (a), Florida Board of Regents, Tallahassee.

When the University of West Florida first opened its doors in 1967, it proclaimed its readiness to provide upper division and beginning work in the study area. There has been no default in accomplishing this mission. As Table 10 shows, the University of West Florida in 1974 had the highest percentage of off-campus credit enrollment (14.5%) of any institution in the State University System. Florida Atlantic University followed closely with 13%, Florida Technological University with 10.2%, and the University of South Florida, with a satellite campus in St. Petersburg and centers in Sarasota and in Ft. Myers showing 9.9%.

Table 10: Total Main Campus and Off-Campus Enrollments, Fall, 1974

	Main Campus	Off-Campus	Off-Campus as a Percent of Main Campus Enrollment
FAMU	4,315.0	141.2	3.2
FAU	4,392.7	574.8	13.0
FIU	6,966.2	Not Reported	---
FSU	18,655.7	395.7	2.1
FTU	5,956.1	597.1	10.2
UF	25,986.2	185.0	.7
UNF	2,507.0	159.5	6.4
USF	14,930.3	1,478.4	9.9
UWF	3,434.6	496.8	14.5

Source: Registration Report, 1974-75. Office of Planning and Analysis, Board of Regents, Tallahassee.

In 1974, upper-division and beginning graduate enrollment on-campus at the University of West Florida constituted 6% of the systemwide enrollment at these two levels of study. When only off-campus upper

division and beginning graduate enrollment was tabulated, the off-campus enrollment at the University of West Florida accounted for 12% of system-wide off-campus upper division and beginning graduate enrollment.[4]

The University of West Florida carries forward its off-campus program of instruction principally in the Ft. Walton Beach area (including the Eglin Air Force Base) and at the Panama City Center, five miles west of downtown Panama City on U.S. 98. Additional off-campus instruction takes place at other locations in the study area, mainly in Escambia, Santa Rosa, and Washington counties.

Ft. Walton Beach - Eglin Air Force Base

The Ft. Walton Center of the University of West Florida has two off-campus instructional locations: Choctawhatchee High School in Ft. Walton and Eglin Air Force Base. The University of West Florida pays $1,000 annually to the Okaloosa County School Board for utilities and maintenance at the high school. There is no charge for classroom space provided by the government at Eglin. Approximately 15 of the 45 courses offered by the Center meet at the high school and the remaining 30 classes meet at Eglin.

Courses at both locations meet twice a week: Mondays and Wednesdays and Tuesdays and Thursdays. There are two class periods on each of the four days; the first class period is from 4:30 p.m. until 6:15 p.m., and second class period begins at 7 p.m. and lasts until 9:15 p.m.

Military personnel attend classes at both locations, but as might be expected, the heavier enrollment of servicemen is at Eglin, where military authorities give strong encouragement to service personnel to complete degree programs. For 20 years or more, the military has sought actively

---

[4]Office of Planning and Analysis, Board of Regents, Tallahassee.

to attract institutions of higher learning to the Base. The support given by the Air Force to participation by the servicemen in voluntary programs of higher education offered by approved institutions of higher learning, together with the expected increase in the Base complement of personnel (8,000 servicemen in 1975, and a projected 12,000 by 1978) suggest that all educational programs will increase in enrollment in the near future.

College-level study at Eglin Air Force Base is offered by the following four institutions in addition to the University of West Florida: the University of Florida, Troy State University (Troy, Alabama), Okaloosa-Walton Junior College, and Nova University (Ft. Lauderdale). Any enrollment growth that takes place at Eglin will not be centered in the instructional program of any one institution, but will occur in all programs.

Nova University, a private university, offers graduate level study in public administration, which does not overlap with the degree programs of the other four institutions. Similarly, the University of Florida offers graduate level programs in engineering, leading to master's degrees in Aerospace, Electrical, and Industrial Systems Engineering, areas of instruction which are not offered by any other institution.

There is no duplication of effort in the instructional program of Okaloosa-Walton Junior College and the University of West Florida, in that the classes offered by Okaloosa-Walton are lower division, and those provided by the University of West Florida are at the upper division level. The instructional program of Troy State, however, includes lower division and upper division classes in the same subject areas covered by Okaloosa-Walton and the University of West Florida, thereby competing for students with both of these institutions.

The Eglin Education Officer reported a strong demand among servicemen for the advanced master's degree in Counseling-Guidance and School Administration. At his request, Florida State University is conducting a survey to determine the potential enrollment in these two programs. A recent survey of the need for a baccalaureate program of study in nursing, which could be offered by Florida State University, with its School of Nursing, revealed a potential enrollment of approximately 400 students. A nursing degree program cannot be offered by the University of West Florida, where baccalaureate study in nursing is limited to a cooperative baccalaureate program in nursing participated in by Florida State University, Florida Agricultural and Mechanical University, and the University of West Florida.

Florida Agricultural and Mechanical University recently indicated an interest in offering a degree in Technical Electronics. Although this program would have been welcomed by the military, plans for the new program did not materialize in that military laboratory facilities to support the degree program could not be made available to Florida Agricultural and Mechanical University. There are no prospects for the University of West Florida to offer this degree program.

Even though much of the expansion in voluntary educational programs at Eglin will be in degree programs not offered by the University of West Florida, the prospects are bright for an enrollment increase in the liberal arts courses, education, and business, both at the upper division and graduate levels. Closer coordination in scheduling courses at the Ft. Walton Center and at the Panama City Center, shortly to occur, will without question push enrollment up at both centers.

Space to house the library at Eglin is furnished by the federal government, but the books, periodicals, and other library materials

are supplied cooperatively by the State University System Extension Library Service, the University of West Florida, Troy State University, as well as the federal government. The library is available to all persons taking course work, regardless of the college or university in which they are registered.

Undergraduate enrollment in classes offered by the University of West Florida at Eglin increased substantially from the fall of 1974 to the fall of 1975, resulting in higher fulltime enrollment (FTE) productivity (Table 11). At the graduate level, however, enrollment dropped sharply at Eglin from 1974 to 1975, although 19 graduate level courses were offered each fall term. Overall, total FTE enrollment moved up from 266.4 to 275.9 for a 3.6% change. During the same period, total registration increased 8.3% (Table 11).

At the Panama City Center, enrollment gains were registered at both the undergraduate and graduate levels. Total registrations, which were below Eglin in 1974, increased to 876, approximately 100 more than the total registrations for Eglin in 1975. Total FTE enrollment showed a 40.4% gain, climbing upward from 206 FTE's in the fall of 1974 to 289.2 FTE's in the fall of 1975 (Table 11).

During the period 1974 to 1975, Eglin experienced an enrollment shift upward at the undergraduate level and a downward turn at the graduate level as Panama City was showing a gain at both levels. Elsewhere in the study area, the University of West Florida curtailed its off-campus instructional program at both the undergraduate and graduate levels. Although the University of West Florida will likely continue monitoring requests for off-campus study throughout the study region, clearly it is recognizing that its off-campus enrollment potential is largely centered in the Ft. Walton and Panama City areas.

At the Panama City Center qualified local persons are appointed as instructors. In contrast, at the Ft. Walton-Eglin Center no local faculty appointments are made. Nearly all of the classes at Ft. Walton-Eglin offered by the University of West Florida are taught by faculty members who commute from the University of West Florida campus. The distance from Eglin to the campus of the University of West Florida is approximately 60 miles one way, and requires one and a half hours of driving time.

Table 11: Comparative Size of Off-Campus Program: Eglin (Ft. Walton), Panama City, and Pensacola Area - Fall, 1974 and Fall, 1975

	Eglin			Panama City			Pensacola Locations		
	1974	1975	% Change	1974	1975	% Change	1974	1975	% Change
U/G Course Taught	18	26	44.4	22	25	13.6	7	3	-57.1
U/G Enrollment	390	541	38.7	513	714	39.2	59	26	-55.9
U/G Av Students/Class	21.6	20.8	-3.7	23	28.5	23.9	14.7	13	-11.6
U/G FTE	127.7	179.4	40.5	162	223.8	38.1	19.6	6.9	-64.8
Grad. Courses Taught	19	19	-	9	10	11.1	3	1	-66.7
Grad. Enrollment	337	246	-27.0	162	124	30.6	45	20	-55.6
Grad. Av Students/Class	17.7	12.9	-27.1	16.2	14	15.7	15	20	33.3
Grad. FTE	138.7	96.5	-30.4	44	65.4	48.6	16.2	8.3	-48.8
Total Registrations	727	787	8.3	637	876	37.5	104	46	-55.8
Total FTE	266.4	275.9	3.6	206	289.2	40.4	35.8	15.2	-57.5

Source: Report by the Office of Continuing Education, University of West Florida, October 9, 1975.

The Panama City Center

Reference has been made to the enrollment gains at the Panama City Center. A brief look at the development of this residence center to its present scope of operations reflects the need manifested for upper division and beginning graduate study in that city.

The Panama City Center opened under the jurisdiction of the University of West Florida in the fall, 1971. Prior to the opening of the Center, Florida State University, Florida Agricultural and Mechanical University, and the University of Florida had offered courses in Bay County. These universities continued to offer courses in the new center, but soon phased out their involvement as the commitment of the University of West Florida increased.

The average number of courses offered each quarter in 1971-72 was less than 10. Enrollment per quarter averaged about 160 registrations. The following year (1972-73), the average number of courses offered each quarter increased to 15. Average enrollment per term jumped to over 400 students when the course offerings were expanded.

The Center Director, anticipating another enrollment increase in 1973-74, appealed to local authorities for assistance in renovating and expanding Center facilities, located in a two-story, 30-year-old building once the property of the U.S. Government and now housing the administrative offices of Bay County. The Chamber of Commerce strongly supported the Director's request for aid. The response from the local officials was immediate; the School Board, the Bay County Commission, and the Panama City Commission each contributed $6,000, providing a total of $18,000 for improving classroom space and for purchasing furniture. Continuing support in the form of utilities, telephones, and building maintenance is provided by the School Board.

The building occupied by the Center is located across U.S. 98 from the Gulf Coast Community College. It has nine classrooms, several administrative offices, and library space. There are no laboratory facilities, and automobile parking space is inadequate. Despite these limitations, enrollment at the Center has moved up from 160 per quarter in 1971-72 to over 400 in 1972-73, to over 500 in 1973-74, and to more than 600 in 1974-75. In the fall of 1975, enrollment reached 876. The projected headcount enrollment for 1976-77 will top 1,000. Projections beyond 1976-77 are hazardous, in that the level of enrollment is to a large degree a function of the number of courses offered. If there is little or no expansion in the instructional program, enrollment increases will be somewhat less than the gain reflected from the fall of 1974 to the fall of 1975, when an increase of 150 student enrollments took place.

Approximately 40 courses will be offered each quarter this school year (1975-76). About 50% of the courses are scheduled to meet twice a week at 5:15 p.m. and run to 7:30 p.m., and the remaining courses to meet from 7:30 to 9:45 p.m. This class schedule was developed to allow the maximum number of working students (90% are employed) to attend.

Of the 40 or so classes meeting in the fall, 1975, 65% are taught by faculty who travel to the Center twice each week to meet their classes. Twenty percent of the classes are taught by the resident faculty, and 15% are taught by adjunct faculty. An adjunct faculty member is a person employed locally because of his specialized training and preparation that qualifies him to teach specific courses.

All in all, the Center operates at a high degree of efficiency in that it has high FTE productivity at minimum cost. The budget support for the present Center, as well as estimated budget that would be needed if the Center is expanded, will be detailed in Chapter 6.

A high level of efficiency in the operation of the Center does not mean that there are no disadvantages to the present arrangement. The physical burden placed on the faculty members who make the trip from Pensacola and Panama City (200 miles round trip) twice a week is considerable. Lack of laboratory facilities means that the instructional program cannot include courses in physical sciences, so necessary to a rounded-out liberal arts program. Also, no experimental psychology laboratory is available, and psychology majors must commute to the main campus in Pensacola on Saturdays to complete required laboratory assignments. Student counseling, which is borne by the four faculty members assigned to the Center and by the Center Director, has become so heavy as enrollment has increased that teaching loads may need to be lightened.

The Registrar and the Comptroller of the University of West Florida send personnel to assist with the registration process and the payment of fees. The lack of administrative support personnel throughout the school year means that the Center Director, who must assume a number of responsibilities, including all admissions counseling, has a very heavy slate of responsibilities.

Finally, the availability of only four permanent teaching faculty often leads to an overexposure of one teacher to successive classes in which the same group of students is registered. One student was overheard by a faculty member to remark, "My degree is in Professor X, not in my major".

Chapter 5: Surveys of Community College Students and of Residents of the Panama City Area

The survey effort underlying this study was designed to include students enrolled in the three community colleges located in the study region, as well as the residents of the immediate Panama City area.

A 20-item survey instrument (Appendix B) was administered to the students enrolled in Chipola Junior College in Marianna, Gulf Coast Community College in Panama City, and Okaloosa-Walton Junior College in Niceville. At Chipola and Okaloosa-Walton, the survey was administered to a sample of students; at Gulf Coast, an effort was made to get responses from all students.

The 20-item questionnaire was also made available to Panama City residents. Supplies of the instrument were placed at five distribution points: Gulf Coast Community College, Tyndall Air Force Base, the Navy Coastal Systems Laboratory, the public library and the University of West Florida Center. Because of the deadline set for bringing this study to a close, persons volunteering to participate in the survey had only a limited time in which to pick up the questionnaire from a distribution station and return the completed instrument to the collection point. Undoubtedly, this short span of time to allow for questionnaire distribution and collection reduced participation in the survey by Panama City residents somewhat.

To augment the survey effort, personnel at Gulf Coast Community College and the University of West Florida Center conducted a telephone survey of Panama City residents. The 20-item questionnaire was shortened to a 10-item interview guide for use by the survey personnel

manning the telephone stations to keep telephone interviews to a minimum time (Appendix C). The telephone survey elicited responses from a sample of over 800 residents, representing a splendid effort on the part of the young people making the calls.

The responses of the community college students are discussed in Section A of this chapter. Results of the telephone survey are reported in Section B. Information gathered from the Panama City residents who obtained a questionnaire at a distribution station, as well as the responses of the personnel at the Navy Coastal Systems Laboratory, is set forth in Section C. Complete statistical reports, showing frequency counts and percentage figures for each sub-group of individuals surveyed, are contained in the Appendices B through E.

Local news media gave effective coverage to the survey efforts in the Panama City area, contributing to the scope of the survey process.

A. Questionnaire Survey of Community College Students

Age and Marital Status:

Significant differences on the variables of age and marital status were noted. Nearly 80% of the students at Chipola Junior College were 20 years old or younger, and approximately 83% were single. At Okaloosa-Walton, the students were somewhat older; approximately 63% were in the age range of 17-20, and nearly 30% were over 20 years of age. Single students comprised about 73% of the student body at that institution. At Gulf Coast, 53% of the students were in the age bracket 17-20, and 47% were over 20. Single students constituted 59% of the respondents throughout the area (Appendix B).

College Attendance Patterns:

The four counties served by Chipola are: Jackson, Calhoun, Holmes, and Washington. Students from these four counties made up approximately

83% of the enrollment at Chipola Junior College. The remaining 16% of the enrollment was from outside the four-county area.

Okaloosa-Walton and Gulf Coast had relatively few students from outside the counties served by these two colleges. Approximately 99% of the students at Okaloosa-Walton were from Okaloosa and Walton counties. At Gulf Coast, 90% of the students were from Bay County, and 4% from Gulf County.

Despite the differences in the age and marital status of the students surveyed in the three colleges, there were marked similarities in the responses of the students to items relating to upper division study (Tables 12 and 13).

Sex and Racial Mix:

Chipola Junior College had the largest percentage of black enrollment (15.5%) and the largest percentage of females (55.1%) of the three colleges. Gulf Coast Community College had the largest male enrollment (59.3%), the largest percentage of married students (35.8%), and the largest percentage of students over 20 years of age (approximately 47%) of the three colleges. Gulf Coast students reported a substantially different pattern of dependency relationships. At Chipola Junior College and Okaloosa-Walton Junior College, the percentages of students reporting that two or more persons were financially dependent on them were 13.4% and 16.8% respectively. At Gulf Coast Community College, approximately 32% of the students, or one student out of every three, reported that two or more persons were financially dependent on them.

Willingness to Commute:

The percentages of students in the three colleges willing to commute up to 50 miles round trip to continue their education after finishing

community college were strikingly similar: 55.2% for Chipola students, 58.2% at Okaloosa-Walton, and 60.1% at Gulf Coast (Appendix B). Not surprisingly, the students at Chipola, who as a group came from a much larger geographical area than the students at the other two colleges, expressed more of a willingness to commute from 75 to 100 miles (round trip) to continue their college studies. The percent of responses of students at the three institutions willing to travel between 50 and 100 miles on a round trip commuting basis were: Chipola, 31.8%; Okaloosa-Walton, 26.2%; and Gulf Coast, 17.9% (Appendix C).

Substantial percentages of students at all three colleges reported that the absence of a baccalaureate degree-granting institution within commuting distance of their homes would influence their decision to continue their education. The responses of the students in the three institutions are shown in Table 12.

Table 12: Will the absence of a degree-granting institution within commuting distance to your home substantially influence your decision to continue your education? (In percents)

	Chipola	Okaloosa-Walton	Gulf Coast
Yes	29.2	26.2	40.3
No	48.1	51.2	38.6
Not certain	22.3	21.8	19.7
No response	0.4	0.8	1.4

Expectations for Upper Division Study: Community college students generally expected to continue study toward the baccalaureate, despite the obvious problem of distance from a university (Table 13).

Table 13: Do you expect to continue your education beyond community college? (In percents)

	Chipola	Okaloosa-Walton	Gulf Coast
Yes, immediately	70.0	69.9	56.0
Yes, but not immediately	16.5	14.8	19.2
No	2.1	3.5	6.1
Uncertain	11.0	11.7	18.2
No response	0.4	-	0.5

Compared to the responses of the students at Chipola and Okaloosa-Walton, the responses of students at Gulf Coast Community College (Table 13) reflected less certainty about immediate entry into upper division study and dimmer prospects for continuing their education at all. Also, the percentage of students at Gulf Coast who said that they did not intend to continue their work toward a four-year degree was three times as high as the percentage of "No" students at Chipola and approximately double that of "No" students at Okaloosa-Walton. One would infer from the pattern of responses to the question about continuing in a program of study leading to a baccalaureate degree that older students with larger numbers of dependents (such as the students at Gulf Coast) had more of a financial problem than younger respondents at the other two community colleges.

The responses of the Gulf Coast students to the questions "Do you plan to work while you pursue upper level studies?" and "What class schedule do you plan to follow?" also bears out the inference that the Gulf Coast students may as a group feel more of a financial stricture than the students in the other two institutions. Approximately

one out of every two students at Chipola and Okaloosa-Walton expect to work either part-time or full-time during baccalaureate study. Approximately two out of every three Gulf Coast students reported that they would work part-time or full-time while in upper division study. In reporting an intention to follow a full-time class schedule, the percentages were as follows: Chipola, 76.7%; Okaloosa-Walton, 69.1%; and Gulf Coast 54.5%. Also, the percentage of Gulf Coast students expecting to attend classes in the evenings was higher than the percentage attained at the other two colleges: Chipola, 3.5%; Okaloosa-Walton, 8.0%; and Gulf Coast 14.7% (Appendix D).

Although substantial numbers of Gulf Coast students reported that they expected to work during upper division study, and also reported an intention to attend evening classes, their aspirations for seeking the baccalaureate, master's, and professional degrees, including law and medicine, approximated the degree level aspirations of students in the other two colleges (Table 14).

Table 14: What probable level of education do you intend to attain? (In percents)

	Chipola	Okaloosa-Walton	Gulf Coast
Bachelor's degree	46.3	50.4	41.5
Master's degree	27.2	20.7	23.7
Law degree	2.8	3.7	3.5
Doctorate (M.D., Ph.D., Ed.D., D.D.S., etc.)	6.0	11.5	7.8
No specified level	15.9	10.0	16.6
No response	1.8	3.7	6.9

Educational Goals:

More than 50% of the students surveyed reported an intention to seek a baccalaureate degree in either liberal arts, business (including accounting and sales) or education. A much smaller percentage cited engineering as a goal. Approximately 22% reported that they had a goal other than liberal arts, education or business, and another 11% said they were uncertain about their long-range educational goals at the time they completed the survey.

The pattern of responses expressed by the students concerning their upper division fields of study is shown in Table 15. Also shown in the same table are the combined responses of community college students at Manatee Junior College at Bradenton and Edison Community College at Ft. Myers to a 1972 survey that contained the same question.

Table 15: Into which of the following general areas will your upper-level program of study fall? (In percents)

	Chipola	Okaloosa-Walton	Gulf Coast	Manatee/ Edison (1972)[1]
Liberal Arts	11.7	13.1	12.9	19.4
Business (including Sales and Accounting)	22.6	21.5	23.0	21.5
Education	25.8	17.2	13.6	17.6
Engineering	5.3	7.4	9.1	5.1
Other	16.6	25.8	22.2	21.8
Uncertain	15.9	11.1	10.8	11.1
No response	2.1	3.9	8.4	3.5

[1]Higher Education Needs of the Lower West Coast, Florida Board of Regents, Tallahassee, 1973.

Projected upper division fields of study reported by the South Florida students in 1972 were not unlike those cited by the area students in 1975. Except for somewhat more of a preference for liberal arts, the frequency with which the South Florida students listed business, education, and engineering closely approximated the frequency with which Panhandle students indicated the same fields of study.

Acceptance of Off-Campus Study:

A sharp contrast was revealed in the responses of Panhandle students and the responses of South Florida (1972 survey) students to the prospects of completing upper division study in an off-campus center. Although the question in the 1972 survey was asked in a different format from that in the 1975 survey, the general thrust of the questions in both surveys was the same. In essence, the students in both surveys were asked if they had any objection (or would they choose) an institution that offered the college degree in an off-campus center (which de-emphasized residence requirements). Responses to this question are shown in Table 16.

Table 16: Would you have strong objections to completing your college degree by attending class in an off-campus center? (In percents)

	Chipola	Okaloosa-Walton	Gulf Coast	Manatee/Edison[2]
Yes	15.2	14.6	13.7	40.2
No	65.5	63.9	62.6	18.1
Indifferent	17.3	17.6	16.9	38.3
No response	2.0	3.9	6.8	3.4

[2]Higher Education Needs of the Lower West Coast, Florida Board of Regents, Tallahassee, Florida, 1973.

As Table 16 shows, the acceptance of the off-campus center was high in all of the area colleges, while the responses of the South Florida students indicated a preference for the traditional four-year university. One must keep in mind, however, that three years elapsed between the administration of the survey to the students at Manatee and Edison Junior Colleges and to the students in the study area.

The responses of a substantial number of Gulf Coast students reflected doubt among these students that they would progress through upper division study without interruptions (except for summers). Approximately 57% reported that they would not interrupt their studies, but 25% indicated uncertainty about sustained enrollment in upper division study. At Chipola and Okaloosa-Walton, students in overwhelming numbers (71.4% at Chipola and 69.7% at Okaloosa-Walton) reported that they planned to continue in upper division study without periods of non-attendance.

B. The Panama City Area Telephone Survey

A systematic sample of persons listed in the Panama City area telephone directory was selected by identifying every 15th name. Completed calls were made to 829 persons.

Approximately one out of every ten persons who were reached in the telephone interview was attending college. The percent of respondents who had attended college was higher--approximately one out of every three persons surveyed. Those who are currently attending and who have attended college represented over 40% of the persons surveyed. About 60% of the respondents reported that they had never attended college.

Of the persons who had attended college, 18% had completed lower division work, 21% had earned a baccalaureate degree, and 55% had not earned any degree at all.

Approximately 28% of the more than 800 persons reached in the telephone survey reported an intention to continue their education. An additional 11% reported that their college plans were uncertain. Sixty-one percent of the respondents cited no plans for further college study.

One out of every two persons who described themselves as college-bound planned to enter Gulf Coast Community College. Approximately one out of every five persons surveyed stated an intention to enter the University of West Florida Center. A slightly higher percent (26%) said that they intended to enter an out-of-town college or university.

Overwhelmingly, the reason given for continuing their education was "to prepare for a career or profession". About 60% of the respondents who expected to continue their pursuit of further education cited preparation for a career as their principal goal.

Low per capita income discussed in Chapter 3 was reflected by the responses of persons surveyed to the question "Do you plan to work while you pursue upper-level study?". Sixty-nine percent said that they planned to work either full-time or part-time.

Only one out of every three college-bound persons indicated that they planned to take a full-time study schedule. Community College students, on the other hand, preferred full-time study. Apparently, the Panama City respondents planning to work while going to class were not committing themselves to overloading themselves with study and work combined.

When the persons being surveyed were asked to say what level of education they expected to attain, approximately 66% cited the

baccalaureate as their goal. Another 30% gave the master's degree as their objective, and 4% listed either a law or medical degree as their hoped-for level of attainment.

The most frequently reported area of study was business (including sales and accounting), 28%; followed by liberal arts, 20%; education, 12%; and engineering, 4%. Approximately 36% of the respondents either had not decided upon a major field of study or listed an area outside the four broad areas of business, liberal arts, education, and engineering.

When asked if they would attend the University of West Florida Center in Panama City if the curriculum at the Center enabled them to reach their educational goals, 79% of the respondents replied affirmatively, 7% replied negatively, and 14% expressed doubt.

C. Questionnaire Survey of Panama City Residents

Survey respondents in the Panama City area fall into two subgroups: (a) persons living in the Panama City area who stopped at one of the five questionnaire distribution stations to obtain and complete the 20-item survey form; and (b) employees and personnel at the Navy Coastal Systems Laboratory who received the survey instrument from the Education officer at that installation.

Responses of Panama City Residents:

The number of persons who visited one of the distribution stations to participate in the survey was relatively small. As stated earlier in this chapter, if a longer time had been available to these persons to obtain and return completed questionnaires, the size of this group of respondents might have been larger. Despite the small number of respondents and the lack of random selection (participants,

reported voluntarily to take part in the survey), the results from this sub-group added to the significance of the total survey effort, and are thereby presented.

A brief profile of the respondents who obtained questionnaires from the distribution stations is as follows: the respondents were uniformly distributed through the age bracket range 17 years of age to over 20; three out of every four respondents were female; 25% were single, 64% were married, the remaining 11% were widowed or divorced; 86% were white, 14% black; all lived in Bay County; 63% would not travel more than 25 miles round trip to commute to class; 60% said that the absence of a baccalaureate degree granting institution would influence their decision to continue their education; 69% last attended high school in Florida; and 54% hoped to continue education beyond the community college level.

Responses of Panama City Residents Compared to those of Community College Students:

In contrast to community college students, a larger proportion of the Panama City residents respondents looked to continued education as a means to qualify for promotion in their present career (Table 17).

Table 17: What is your future education goal? (In percents)

	Prepare for a Career	Change Career	Qualify for Promotion	Personal Enrich-ment	Other Plans and no Response
Panama City Residents	41	7	35	9	8
Com. College Students	75	5	7	7	6

Community college students and the Panama City residents had different response patterns to questions relating to work (full-time vs part-time), to class attendance (full-time, daytime, and evenings) and to interrupting their studies (Table 18). Panama City residents with greater frequency cited an intention to work, but the student with greater frequency expressed a desire to go to class full-time. This differential response pattern is understandable; work on the job precludes full-time class enrollment. Both sub-groups were equally attracted to the prospects of a work-study program.

Specific program offerings and geographic location were cited by over 90% of the local residents as the principal factors that will determine their choice of a senior college or university (Table 19). Factors given by the community college students covered a somewhat wider range (Table 19). Levels of education to be sought were somewhat dissimilar with the data showing that community college students were more interested in obtaining degrees at all levels than the residents, except in medicine and other degrees at the doctor's level. The percent of residents giving the doctorate as their goal (11.4%) appears unrealistic. This relatively higher percentage may reflect a hoped-for objective instead of one likely to be reached (Table 19). The community college students expressed an interest in study in the liberal arts more so than the other group, and less interest in education.

In at least one respect, the responses of the two groups exhibited an almost identical pattern. The responses of both groups reflected no objection on the part of the persons surveyed to completing their college degree in an off-campus center (Table 19).

Table 18: Responses of Community College Students and Panama City Residents to Questions Relating to Work, Class Attendance, Interruption of Study and Work-Study Opportunities (In Percents)

	Panama City Residents %	Community College Students %
Do you plan to work while you pursue your upper level studies?		
1 - Yes, full-time	56.8	20.0
2 - Yes, part-time	27.3	40.9
3 - No	2.3	12.4
4 - Uncertain	6.8	20.4
No response	6.8	5.3
What class attendance schedule do you plan to follow?		
1 - Full-time	18.2	59.9
2 - Part-time, day	4.5	8.2
3 - Part-time, evening	50.0	12.2
4 - Have not decided	20.5	14.2
No response	6.8	5.5
Some students, for various reasons, find it necessary to interrupt their education, then re-enroll. Do you plan to continue in your studies until you get your four-year degree (except for summer vacation) without dropping out and then re-entering?		
1 - Yes	34.1	60.8
2 - No	18.2	9.0
3 - Uncertain	36.4	24.3
No response	11.3	5.9
Would you be attracted to a college or university offering a work-study program?		
1 - Yes	54.5	60.3
2 - No	9.1	10.1
3 - Indifferent	29.5	29.9
No response	6.9	5.7

Table 19: Responses of Community College Students and Panama City Residents to Questions Relating to Choice of a Senior College, Level of Education to be Attained, Intended Majors, and Satisfaction with an Off-Campus Center (In Percents)

	Panama City Residents %	Community College Students %
What is the principal factor that will determine your choice of a senior college or university?		
1 - Specific program offerings	56.8	47.1
2 - Personal financial resources	4.5	15.9
3 - Reputation of institution	-	4.7
4 - Geographic location	29.5	23.0
5 - Attended by member of my family	-	1.2
6 - Other	2.3	2.0
No response	6.9	6.1
What probable level of education do you intend to attain?		
1 - Bachelor's degree	34.1	43.8
2 - Master's degree	20.5	25.5
3 - Law degree	-	3.4
4 - Doctorate (M.D., Ph.D., Ed.D., D.D.S., etc.)	11.4	8.4
5 - No specified level	22.7	15.2
No response	11.3	5.7
Into which of the following general areas will your upper level program of study fall?		
1 - Liberal arts	6.8	12.8
2 - Business, including Sales, Accounting, etc.	25.0	22.7
3 - Education	31.8	15.6
4 - Engineering	6.8	8.3
5 - Other	6.8	22.3
6 - Uncertain	9.1	11.4
No response	13.7	6.9
Would you have strong objections to completing your college degree by attending class at an off-campus center?		
1 - Yes	13.6	14.1
2 - No	61.4	63.1
3 - Indifferent	18.2	17.1
No response	6.8	5.7

Navy Coastal Systems Laboratory:

When the survey questionnaire was made available to the servicemen and employees at the Navy Coastal Systems Laboratory, 112 persons completed the form. The questionnaire was also made available to Tyndall Air Force Base personnel, but the time constraints of the study precluded an analysis of the results. In the view of the persons conducting the survey, responses from Tyndall personnel would be somewhat similar to the response of the persons at the Navy Coastal Systems Laboratory.

The Navy personnel surveyed ranged in age from 17 years old to over 50. The group was predominantly male (75%), married (81%), with more than one dependent (75%), white (96%), and almost to a person, residents of Bay County.

Collectively, the respondents were oriented toward further education. Twenty-five percent stated that they planned to continue their education immediately, and an additional 42% reported that they would continue their college study at some time in the future, but not immediately.

The goals of this sub-group were not the same as those listed by the community college students and the residents of Panama City. Approximately 50% of the persons at the Navy Coastal Systems Laboratory were planning to take further college work either to qualify for promotion in their present job or for personal enrichment. These two goals had relatively little appeal for the community college students, who most frequently gave career preparation as their major educational objective.

Business and engineering were given as intended fields of major by approximately 50% of those respondents at the Navy Coastal Systems Laboratory. In contrast, intended major fields of study cited by community college students, listed in rank order, were: business, education, liberal arts, and engineering. Panama City residents reached in the telephone survey voiced generally the same major fields of study as the students.

Similarly to the other sub-groups surveyed, a large proportion of navy respondents stated that they planned to work while attending class, and expressed a preference for evening classes. Also, only a few persons (2.6%) said that they objected to attending college classes at an off-campus center; 70.5% reported no objections to the off-campus center; and the remaining percentage indicated indifference. This high degree acceptance of the off-campus center was common to all the sub-groups surveyed.

Educational Plans of Black Students

Students in the three community colleges were asked to indicate their race. Approximately 90% of the respondents were white, and 10% were black. Respondents who reported a racial identity other than white or black represented less than 1%. A comparative analysis of the responses of white students and black students was made, but the analysis was not extended to other races because of the almost negligible percentage of respondents in the "other racial group" category.

Females outnumbered males among black students, in contrast to white students, who had a larger percentage of males than females (Table 20).

Differences in enrollment by sex, marital status, and graduation from a Florida high school were observed among white and black students

surveyed (Table 20). A larger percentage of white students were married than blacks, and relatively more blacks reported graduation from a high school in Florida than whites.

Table 20: Differences in Community College Enrollment by Sex, Marital Status, and Place of High School Graduation for White and Black Students (In Percents)

	White	Black
What is your sex?		
Male	57.0	40.0
Female	42.8	59.5
What is your marital status?		
Single	63.2	75.0
Married	32.3	20.0
Divorced	3.0	1.8
Other status	1.5	3.2
Where did you last attend high school?		
In Florida	66.0	81.8
Outside of Florida	32.8	16.8

The percentages of white students and black students expecting to continue their education beyond community college were approximately the same. Also, both racial groups had somewhat the same pattern of goals and intended fields of study, and both strongly expressed no objection to completing their degrees in an off-campus center (Table 21).

Although it was not a primary purpose of this study to inquire into the percentage of black enrollment in the community colleges, the level of black enrollment in the two-year colleges is of importance inasmuch as it is the graduates of the community college who make up the enrollment of the upper division centers. In all likelihood, the percentage of the enrollment of blacks in off-campus upper division study will remain low as long as black enrollment in the community colleges is low.

Table 21: Plans for Continued Education Beyond Community College for White Students and Black Students (In Percents)

	White	Black
Do you plan to continue your education beyond Community College?		
Yes, immediately	59.6	65.5
Yes, but not immediately	18.3	16.8
No	5.2	4.1
Uncertain	16.5	13.2
No response	.4	.4
What is your future education goal?		
To prepare for a career or profession	74.6	75.0
To change career fields	4.4	8.6
To qualify for promotion in present career	7.0	8.2
To obtain personal enrichment	6.7	5.0
Other	1.3	0.5
No response	6.0	2.7
Into which of the following areas will your upper level program of study fall?		
Liberal arts	12.7	13.2
Business, including sales, accounting, etc.	21.8	32.3
Education	15.5	19.5
Engineering	8.4	5.5
Other	22.7	17.7
Uncertain	11.8	8.2
No response	7.1	3.6
Would you have strong objections to completing your college degree by attending class at an off-campus center?		
Yes	13.3	20.5
No	63.4	62.3
Indifferent	17.3	14.5
No response	6.0	2.7

Summary

Surveys designed to document the educational plans of the area's population, student and non-student alike, were conducted. In addition to determining the intended educational goals of the persons living in the area, the survey effort sought to gather the following information:

the distance that people planning to continue their education were willing to travel to attend class; their intended major fields of study; the educational level they hoped to attain; their intentions to work (full-time or part-time) or not; their preference for day or evening classes; and whether or not they held any reservations toward obtaining their college degree in an off-campus center.

Among the sub-group of individuals surveyed were community college students, navy personnel and Panama City residents. To reach the latter sub-group, two survey strategies were employed: (a) a sample of persons listed in the telephone directory was called on the telephone and (b) through the news media, interested persons were invited to visit five questionnaire distribution stations throughout the city to obtain the 20-item survey instrument to complete and return to the distribution station.

Some differences were observed in the pattern of responses of the individual surveyed. More significantly, striking similarities were noted. A summary of the principal findings gleaned from the survey is as follows:

1. The majority of the respondents provided information that reflected marginal financial resources. This inference is warranted from the large percentages of respondents who reported that they planned to work either full-time or part-time while pursuing a degree.

2. Two out of every three respondents outside the Panama City area were willing to commute up to 50 miles (round trip) to attend class. Approximately one out of every four persons was willing to travel up to 100 miles (round trip) to continue his education.

3. For the younger person, preparation for a career was the most frequently cited long-range educational goal. Goals cited with next

greatest frequency were: to qualify for promotion in present work, to prepare for changing careers, and obtain personal enrichment. Among older persons, preparation for a career was infrequently cited as a goal. Instead, changing careers, qualifying for promotion, and personal enrichment were the goals most frequently reported.

4. The goals of most respondents, listed in rank order were: business (including sales and accounting), education, and liberal arts.

5. Levels of aspiration were high, with a sizeable percentage (approximately one out of every three respondents) planning to reach the master's degree or higher. These levels of aspiration were similar to those voiced by persons living elsewhere in Florida.

6. Younger respondents tended to cite a preference for full-time day studies. Interest in attending part-time in the evening was cited frequently, however, especially by persons living in the Panama City area.

7. The percentages of white students and black students reporting an intention to continue their education beyond community college were approximately the same (77.9% for white, 81.3% for black). The percentages of students of both races expressing no strong objections to obtaining the baccalaureate through off-campus study were also high (61.5% for white and 62.3% for black).

8. Among all groups surveyed, the concept of an off-campus center offering baccalaureate and beginning graduate study was endorsed. There seems to have been little support for the belief that there was any premium attached to earning a college degree on an established college campus.

Chapter 6: The Future of Off-Campus Instruction in the Study Area

The Financial Dilemma of the State University System

In late 1975, as this report is being readied, much uncertainty surrounds the funding of the nine public universities in Florida for the next fiscal year and the years to follow. At the very time that educational opportunities are being extended to a greater number of Floridians than ever before who are using this knowledge for the benefit of society, the traditional and non-traditional delivery systems that are carrying educational, research, and service programs to the people throughout the state face possible curtailment and cutback because of projected declines in state revenue.

The financial problem that immerses the public universities, which has become acute in recent years, stems basically from two factors: unfunded enrollment growth and inflation. Prior to the appearance of these adverse developments, the State University System had welcomed the mandate of the Legislature to expand and encourage growth. In commenting on this growth, Chancellor E. T. York, Jr., recently pointed out that each year, for the last 15 years, enrollment growth has been the equivalent of adding an average size American university to the State University System annually. As inflation spiraled upward in the past five years, however, problems of financial stress and constraint cropped up, making growth more of a burden than a challenge.

Adherence by the State University System to the state's announced educational policy of ever-increasing efforts to provide greater access of qualified persons to higher education has resulted in a decreasing

level of support (in constant dollars), bringing about a reduction in support per student. Chancellor York estimated this decline in support to have reached 19% in the past three years.

There is widespread concern among educators at all levels of public higher education that deterioration of program quality has set in, and will continue. Indicators of this deterioration include:

Loss of the best faculty because salaries are no longer competitive;

Reduction in resources for libraries;

Reduction in resources for basic supplies and equipment;

Inability of students to get courses needed and wanted;

Inability of faculty to engage in professional growth; and,

More large classes and less individual attention by faculty.

Can any Expansion Be Justified?

The erosion of the quality of classroom instruction in the universities is such a profound academic tragedy, one wonders whether or not any expansion, no matter how urgently needed, can be undertaken at this time if the greater burden placed on funding resources will only lead to further deterioration of the quality of the educative process. The assumption underlying this feasibility study is that planning for improved educational programs should be pursued, quite irrespective of the prospects for funding any improvements. A decision to delay funding for expansion may be inescapable in times of financial stress. Nevertheless, as stated in the introductory chapter of this report, planning is a legitimate endeavor in good times and bad. Furthermore, the overriding problems of inflation and unfunded enrollment should not mean that the results of a feasibility study indicating the need for expansion should be disregarded. Instead, a rank ordering of all the educational needs of the SUS, inclusive of those reflected by feasibility studies should be made, and a decision process set

in motion that will allocate resources according to the priorities established by the ranking.

Actual and Projected Enrollments

Any decision to alter the present scope of the operations of the two off-campus centers should be based in part on a review of past enrollment growth and a projection of future enrollment levels.

Enrollment projections that are defensible and sound can be generated only when the assumption is warranted that persons living in an area eligible to attend college and who want to obtain a college degree have reasonable access to a degree program of study. In developing enrollment projections for the area under study, however, one cannot rely on this easy assumption; access may be denied to many eligible persons either by their inadequate financial resources or the lack of a university within commuting distance to attend. Historically, once the percentage of persons in a region who have attended college in the past has been established, this statistic becomes a predictive factor. A similar percentage factor for the study area may not be completely reliable for two reasons: (a) continued inflation is driving up the cost of going to college, which means that any percentage derived as an index of the college-bound population may be unstable as larger numbers of persons are barred by insufficient finances; and (b) the two centers may not have the funding to allow for continued enrollment gains similar to those that have occurred in recent years. This means that any college attendance patterns generally used in enrollment predictions will be so unstable as to lead to erroneous projections.

Enrollment projections for the two centers are hazardous for still another reason. There is convincing evidence that enrollment in an off-campus center is not altogether a function of the number of persons

living in the area eligible for college study. The comparative FTE productivity of the centers in Ft. Myers and Sarasota operated by the University of South Florida and that of the Ft. Walton-Eglin and Panama City Centers operated by the University of West Florida illustrates the lack of a pronounced relationship between population and FTE enrollments (Table 22). Bay and Okaloosa counties combined had only 63% of the combined populations of Lee and Sarasota counties, yet the FTE enrollment of the centers located in the West Florida counties exceeded the FTE enrollment of the two South Florida centers by 13.8%.

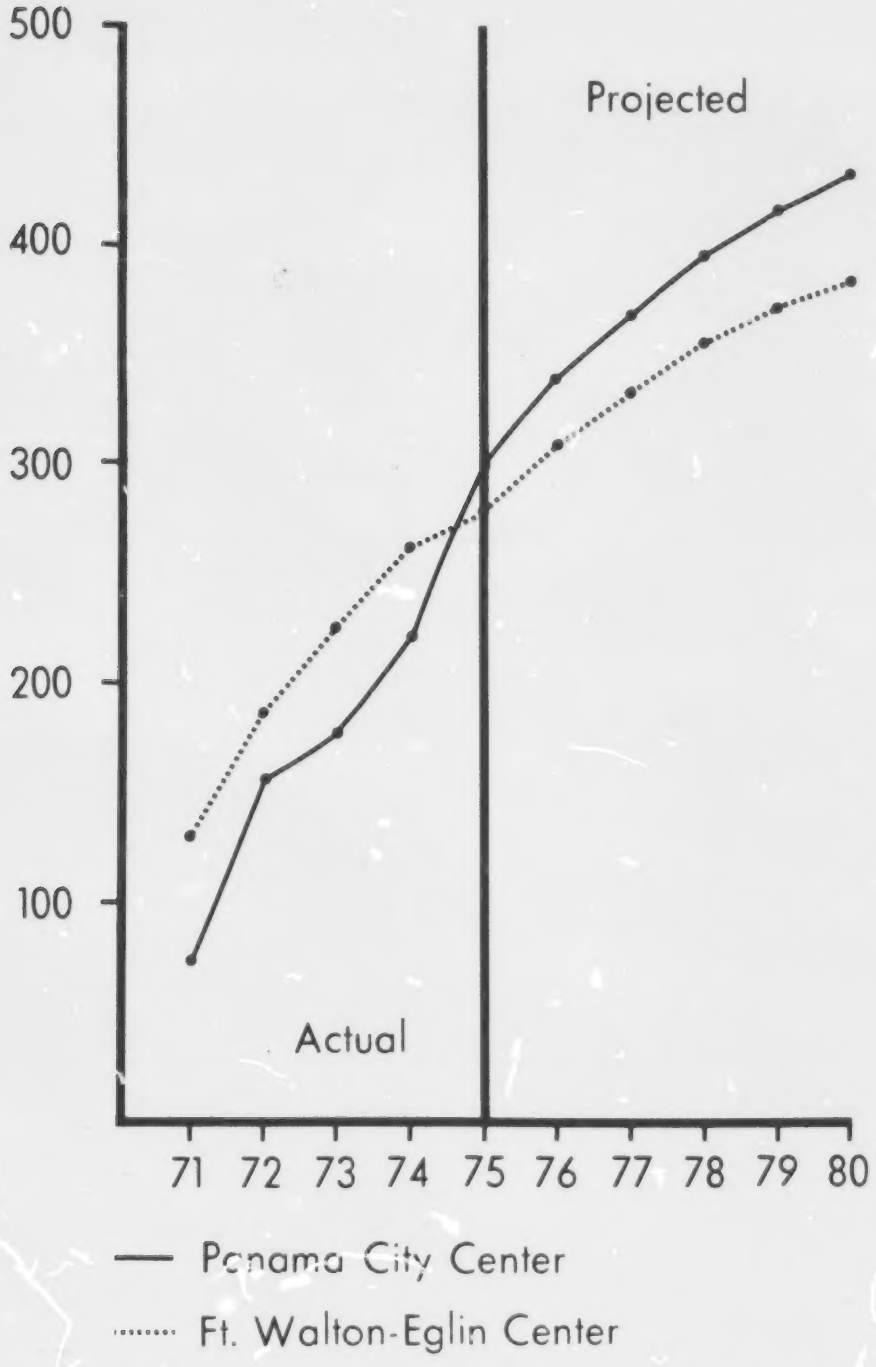
Table 22: Average Number of Courses Offered and Average Three-Quarter FTE Enrollments in Two West Florida and Two South Florida Counties

	1974 Est'd. County Pop.	Av. No. of Courses Offered During 3-Qtrs.	Av. 3-Qtr. FTE Enrol. (1974-75)
Bay County (Panama City)	90,150	27	198
Okaloosa County (Ft. Walton-Eglin)	101,266	42	257
Lee County (Ft. Myers)	148,495	41	215
Sarasota County (Sarasota)	157,738	51*	185*

Source: Center reports, 1974-75, and Bull. 33 (June, 1975) Bureau of Economic and Business Research, University of Florida.
* Qtr. III, 1974-75 only.

Enrollments for the two Panhandle centers were projected to 1980 (Figure 4). The projections were based on the assumption that in the next five years, developments will occur that will spur enrollment gains, while at the same time, other developments will take place that will slow enrollment increases. The projections in Figure 4 represent the resultant trends of the interaction of the adverse and favorable developments, which are as follows:

Fig. 4: Actual and Projected 4-Quarter Average FTE Enrollments: Panama City and Ft. Walton-Eglin Centers (1971-1980)



Developments Associated with Enrollment Gains

1. Some expansion will be made both in faculty and in instructional space in the off-campus centers at Panama City and Ft. Walton-Eglin.

2. The number of courses offered by the centers in the next five years will increase in the same magnitude that the number of class offerings has increased in the past five years.

3. The same set of circumstances that has led persons living in the Panhandle to seek to complete a degree program of study on an off-campus basis will continue to prevail.

Developments Associated with Enrollment Curtailment

1. Selection of additional faculty members to be assigned to teach on a commuting basis will become more difficult, slowing enrollment gains in 1975-80.

2. The overall cost of upper division and beginning graduate study borne by students will continue to rise, tending to depress somewhat the rate of enrollment gains requested in the years 1974-75.

3. Student services, including admissions, counseling, registration, etc., delivered on an "as-needed" basis will be less efficiently provided as enrollment grows, a development that will impact enrollment gains adversely.

The Ft. Walton and Panama City Centers: 1975-76

When viewing the scope of the instructional programs at Ft. Walton and Panama City, including the costs associated with these two centers, one may well reach the conclusion that the University of West Florida has already demonstrated the feasibility of conducting off-campus degree programs in Ft. Walton and Panama City. The rapid growth in enrollment, the support given by administrators and faculty at the University of West Florida to off-campus instruction, and the efficient management of the centers have combined to bring about a successful operation of the two centers to date. Even so, the centers face some crucial problems, and 1975-76 is an appropriate time to look at the scope of present operations, the limitations on expansion, and the projected scope of future operations.

The University of West Florida allotted $702,769 to its Division of Continuing Education to carry forward credit instruction for the school year 1975-76. Of this amount, $649,546, or 92.0%, was used to fund the two centers at Ft. Walton-Eglin and Panama City. The breakdown for salaries, other personnel services (OPS) and expenses (OCO) that was made is shown in Table 23.

Table 23: Budgetary Allocations for the Ft. Walton-Eglin and Panama City Centers (Credit Phase only) 1975-76

	Eglin	Panama City	Total
Salaries			
Administration	$ 27,932	$ 26,917	$ 54,849
Faculty			
Regular	-	-	295,504
Overload	-	-	227,863
OPS			
Administrative	3,080	3,200	6,280
Instructional	2,250	12,350	14,600
Expense			
Administrative	5,750	5,100	10,850
Instructional (Travel)	17,250	22,250	39,500
			$649,546

Source: Division of Continuing Education, University of West Florida.

Table 23 shows the sums actually allotted for the operation of the two centers. Total support for the two centers, however, was greater than the $649,546 shown in that the main campus used additional of its resources to maintain off-campus instruction. Costs not reflected in Table 23 were that portion of the salaries of main campus administrators who gave time and effort to the operation of the two centers; the cost of

sending personnel to the centers from the registrar's and the bursar's office at periodic intervals on an "as needed" basis; the cost of those faculty assigned to teach course(s) as a part of their regular load; and the expenses incurred by the academic departments on the campus in furnishing instructional materials, counseling, and supplies.

Indirect instructional costs (excluding general administrative indirect costs) supplied by the main campus to provide off-campus instruction, in addition to costs detailed in Table 23, were estimated at 20% of direct costs, or $129,909.20, bringing the overall cost for 1975-76 to $779,455.20. When rounded-off to the nearest $1,000, the estimated total cost for credit instruction offered by the two centers was $780,000.

The cost of operating the two off-campus centers for the year 1975-76 will be used as a point of reference for discussing expansion and no-expansion strategies. When the concept of "cutback" is set forth, the cutback would be from an expenditure of $780,000 in 1975-76. When "status quo" is outlined, expenditure will continue at the level of $780,000. Expansion strategies will require funding over and above this base figure of $780,000 for 1975-76.

Now that actual and projected enrollment have been presented and budget detail for the current year set forth, alternative courses of action that can be followed by the University of West Florida with respect to future operations of the centers at Panama City and Ft. Walton-Eglin can be outlined.

As stated earlier in this chapter, the University of West Florida also offers off-campus credit courses at locations in Escambia, Santa Rosa, and Washington counties. Changes in funding for the Ft. Walton and Panama City centers will introduce changes throughout the off-campus credit instructional program of the University's Division of Continuing Education.

Alternatives for Modifying Off-Campus Instruction: 1976-1980

At least four courses of action can be undertaken with respect to off-campus programs of upper division and beginning graduate study now maintained by the University of West Florida. These alternative lines of action are: (a) cutback of the present program; (b) continue to carry forward the existing program in the same scope that it is now offered; (c) expand the 1975-76 program in a way to resolve some of the more pressing shortcomings and inadequacies that are now manifested; or (d) develop a branch campus at Panama City to operate under the academic and administrative control of the University of West Florida.

The latter two alternatives involve additional costs for faculty, expense, and capital outlay. The cost of expanding the present centers, however, would be far less than the development of a branch campus. Today, as the institutions that comprise the State University System are engaged in contingency planning, pending action by the Legislature designed to aid the SUS cope with its financial dilemma, cost factors will weigh heavily when any decision relating to the expansion of off-campus instruction is made. The cost of implementing each of the alternative courses of action will therefore be set forth as each course of action is presented.

In addition to detailing the cost of each alternative that might be followed with respect to off-campus instruction at the two centers, the educational gains to be achieved in pursuing a specific strategy, as well as the educational setbacks that may stem from the action taken, will be discussed.

1. The Alternative of Cutting-Back Operations:

In December, 1975, the Regents approved a contingency policy to control SUS admissions. The policy will result in 1976-77 enrollments

at each University equal to 90% of that university's funded enrollment for 1975-76, unless the Legislature approves additional funds for the 1976-77 budget.

If the contingency planning now taking place is implemented for the year 1976-77, the University of West Florida would be faced with the decision to either cut back its off-campus instruction in proportion to the cutbacks made at the main campus, cut back its on-campus enrollment more severely than its off-campus enrollment or cut back its off-campus enrollment more drastically than enrollment on the main campus.

The University of West Florida over the past five years or so has devoted considerable effort and resources toward implementing the concept of delivering upper division and beginning graduate work on an area basis, rather than allotting its resources solely to the Pensacola campus. The highly efficient manner in which off-campus instruction has been delivered, the steady enrollment growth of the centers, and the extraordinary degree of acceptance of off-campus instruction by persons living in the eight-county area suggest that a cutback in the outreach program should be minimal. Although a cutback, if such a course of action is absolutely unavoidable, would resolve the inadequate space problem at Panama City and ease the work load of faculty who travel from the campus to the centers, the University would likely lose some of the momentum it has built up in meeting the needs for baccalaureate and beginning graduate study on a regional basis.

Hard decisions lie ahead for all the public universities if a contingency admission policy is implemented. The University of West Florida, in particular, has a difficult decision with respect to its continued growth and development. There is no question but that strong support given by the University to its off-campus centers has brought about

their continued successful operations. If the University of West Florida now deemphasizes its mission of area-wide instruction by cutting back the allocation of resources to its two centers in 1976-77, it may at best be setting the stage for leveling-off its overall enrollment growth, and at worst, creating a set of circumstances that may lead to a significant enrollment decline.

2. The Alternative of Maintaining the Existing Program:

If the bleak funding picture of late 1975 does not brighten, the University of West Florida may be fortunate if it can allot the same level of resources to its off-campus centers in 1976-77 as it did in 1975-76. Simply maintaining the existing programs means that the problems now being encountered at the Ft. Walton-Eglin and Panama City Centers will persist. Faculty members who staff off-campus teaching assignments at the two centers will continue to be hard pressed to keep up with their teaching loads; students taking experimental psychology will still be asked to travel to the Pensacola campus on Saturdays to fulfill required laboratory assignments; offerings in the natural sciences will be largely unavailable as before; and teachers and students alike at the centers will for awhile longer suffer "overexposure" to each other because of the same small cadre of professors meeting a sequence of classes in the same degree programs.

Even though maintaining the existing program means that some problems will persist, there is an enormous advantage to continuing a program of off-campus instruction at its existing level rather than cutting back. A cutback, of course, moves in the direction of a denial of access to higher education to a greater number of persons. Cutbacks in other areas of the state will be painful too, but at least private institutions of higher education are in operation elsewhere, and their willingness to

increase their enrollments will lessen the harsh impact of an enrollment cutback by the public universities on the higher educational plans of persons living outside the Panhandle. Unfortunately, there are no private institutions of higher education in the Panhandle to cushion the impact of an enrollment cutback by the University of West Florida, and the shock of increased denial of access will be directly and keenly felt.

A great effort is currently being made by the University of West Florida to deliver off-campus instruction to the Ft. Walton and Panama City area. This effort, happily welcomed by the students themselves has, to a degree, overridden the problems of staffing, space, and inconvenience. Over a longer period of time, however, if existing problems are not resolved these problems may diffuse the thrust and vigor of the determination now exhibited by faculty and students alike. Maintaining the existing level of operations with no change in funding is a course of action that can be productively employed for a limited time--say another year. After that time, a lessening of quality of instruction and of efficiency in total operations may be expected to ensue.

3. The Alternative of Limited Expansion:

Two approaches to limited expansion of the Ft. Walton-Eglin and Panama City Centers are open. One approach would be for the University of West Florida to expand the two centers on a unilateral basis, making available to each center the resources needed to resolve pressing problems of instruction, administration, and space at each center. Another approach would be to bring about a coordinated expansion, characterized by placing at both centers additional resources that would benefit the joint operations of the two centers without undermining the off-campus credit and non-credit instructional programs in Escambia, Santa Rosa, and Washington counties.

The integrated approach to limited expansion, with its potential for optimizing the use of administrative and teaching personnel, would seem to be the better of the two procedures for limited expansion.

An integrated expansion approach would require that there be one center director for the two centers. The center director should be at Panama City for two reasons: for the study area as a whole, Panama City is more centrally located and accessible to persons throughout the eight-county area than Ft. Walton-Eglin; also, demographic developments and past enrollment trends taken together indicate that the enrollment growth potential of the Panama City Center will exceed that of the Ft. Walton-Eglin Center.

An assistant center director to be located at Ft. Walton-Eglin should be named. The center director and assistant director, working cooperatively with the Director of Continuing Education, would seek to build a class schedule for the two centers designed to hold faculty travel to a minimum, to ease the teaching load of faculty wherever possible, and to establish a pattern of student travel between Ft. Walton and Panama City to replace as much as possible Saturday travel from the two centers to Pensacola.

A new travel pattern for students and for faculty cannot be established solely by closer coordination in scheduling courses to be offered at the two centers. Additional space, especially laboratory space, is needed at Panama City, and were the funding picture brighter, should be provided at both locations. A limited expansion plan, however, suggests that laboratory facilities for science courses and experimental psychology be developed only at Panama City.

Joint Utilization of Facilities

In recent months, the concept that joint utilization of facilities be carried out when possible has been voiced both by State Commissioner of Education Ralph D. Turlington and President James A. Robinson of the University of West Florida. This is a sound concept in that it will result in minimum capital outlay. Unfortunately, Gulf Coast Community College has inadequate laboratory facilities to serve its own needs, and would have difficulty in making laboratory space available to the University of West Florida Center at Panama City.

In 1974-75, Gulf Coast Community College provided the Panama City Center with space to schedule a class in the fall quarter, and also in the spring quarter. Another off-campus class met at the Tom P. Haney Vocational Technical Center. No classes were scheduled at Gulf Coast in fall or winter quarters in 1975-76, but a class continued to meet at the Vocational Technical Center.

The prospects for joint utilization of conference rooms, auditoriums, library space, and cafeteria facilities are brighter than for joint utilization of additional classrooms and laboratories. Gulf Coast itself needs more classrooms and laboratories. If additional construction materializes, the concept of joint utilization should prevail. Although the location of Gulf Coast Community College on one side of U.S. 98, and the Center on the other side of this busy highway poses somewhat of a logistical problem, the close proximity of Gulf Coast Community College and the Panama City Center greatly facilitates a higher degree of joint utilization when construction designed to ease the needs of both the Community College and the Center is undertaken. The location of Gulf

Coast Community College on one side of U.S. 98 and the Center on the other side of this busy highway is unfortunate, but should not deter greater joint utilization of space.

To specify the type and size of the construction needed to bring about increased joint utilization of space between the Community College and the Center is beyond the scope of this study. Approval of such a project would rest with the State Board of Education. Pending the consideration of the construction of a building for the combined use of the two educational institutions, the availability of a building site north of U.S. 98 in the vicinity of Gulf Coast should be explored.

Six full-time faculty positions were allocated to the Panama City Center in 1975-76. One of these positions (health education) was supported by grant funds; the other five, including a librarian, were line positions of the University of West Florida. The five persons holding these positions maintained residence in Panama City. Three instructional areas were represented: psychology, elementary education, and professional education (including graduate level study and instruction leading to certification). One position was filled by a center director, who divided his time between his administrative duties and student counseling. The student load of advisees for the director has become so heavy, however, that time for his administrative responsibilities (class scheduling, faculty support, community relations, etc.) has been severely reduced.

An expansion of the instructional program to accomplish the dual objective of offering additional courses to support limited enrollment growth and to make available a wider variety of course offerings will require a minimum of four faculty positions, one position for each of the following instructional areas: elementary education, psychology,

management and accounting. These additional faculty would teach at both the upper division and beginning graduate levels. Also, an assistant center director would be required at the Panama City Center to assume primary supervisory responsibilities in the areas of admissions, registration, and student finances, and also, to share responsibilities in student counseling with the director and the faculty.

Initially, the additional residence faculty should be placed at the Panama City Center only. Students enrolled at Ft. Walton-Eglin would receive the benefits of an expanded instructional program at Panama City, provided they were willing to commute the approximately 100 miles (round trip). This distance, although substantial, is approximately equal to the round trip travel between Eglin and the campus of the University of West Florida.

The projected increase in residence faculty would call for an expenditure of salary, OPS, and expense money totalling $907,804 (Table 24) which is 16.4% more than the $780,000 allocated for 1975-76.

Table 24: Projected Salaries, OPS, and Expense Costs for Limited Expansion of the Panama City Center

	Eglin	Panama City	Total
Salaries	$ 28,000	$ 48,000	$ 80,000
Faculty			
Regular	-	-	395,504
Overload	-	-	200,000
OPS			
Administrative	3,000	5,000	8,000
Instructional	2,000	15,000	17,500
Expense			
Administrative	6,000	10,000	16,000
Instructional	17,250	22,250	39,500
			$756,504
20% Factor (Main Campus Support)			151,300
			$907,804

95

Present utilization of classroom space at the Panama City Center is at such a high level that there are no prospects for accommodating additional faculty by increased utilization. In that there is no advantage to increasing faculty without additional classrooms, the space problem should be resolved before additional faculty members are assigned to the center.

Obtaining additional space of any kind will not be easy. The present building that houses the administrative offices of the Bay County School Board and the Panama City Center is located on too small a tract of land to allow expansion. The likely courses of action that can be taken are: (a) the construction of additional space at another location; (b) increased joint utilization of space with Gulf Coast Community College; (c) use of an existing public building, such as a high school; or (d) renovation of an available building that presently is not suitable for use, but which could be readied for classroom and laboratory space. Each of these alternatives will be discussed briefly.

Construction of a building for the exclusive use of the Center moves in the direction of establishing a branch campus, a course of action to be discussed in the next section of this chapter. Construction of a building on somewhat of a smaller scale, and designed only to meet the immediate needs of the Center and Gulf Coast Community College is a possible alternative, but such action requires review and approval by the Department of Education and the State Board of Education. An estimated one million dollars would be required to construct and equip a 12-classroom building, with three laboratories (two for natural science and one for experimental psychology), with no other support space included.

If a decision is made to build a classroom building adjacent to Gulf Coast, every effort should be made to construct a building to house the entire Center. Were such a building available, the Center would then move from its present building located south of U.S. 98.

With respect to classroom space in high schools, the point should be made that scheduling one class in one high school, and another class in a second high school, is inconvenient for students and faculty alike. If an entire school building were available, the feasibility of occupying the building should be explored.

An exhaustive survey of existing public buildings to determine whether or not one is available for use with or without renovation was not made during the six-month duration of this feasibility study. Prior to the study, the Center Director looked for suitable buildings to use without expending capital outlay money for renovations but did not focus his search on buildings to be renovated. If the Center is to be expanded even on a limited basis, another building survey should be made to find a building that may have been previously overlooked because no consideration was given to spending money for renovation. Such a course of action is suggested in that renovation costs are substantially less than new construction costs. In all likelihood, the selection of an existing building would mean moving closer to the center of the city where such buildings are most often found.

The principal advantage of limited expansion is that the Panama City Center would be given the capacity to grow. In its present confines, and with its present faculty, the Center will not grow substantially. Once the Center has growth potential, it will over a span of five years or so

reach a level of enrollment to require the Regents to give serious consideration to approving a branch campus to serve the demands for upper division and beginning graduate work in the eight-county area.

4. The Alternative of a Branch Campus:

At some time in the future, assuming limited expansion for faculty and space comes about, combined off-campus enrollment at the Ft. Walton and Panama City centers will be large enough to require a branch campus as authorized by CODE (see p. 3). To pin-point the date for transforming the present Center to a branch campus is a difficult task. First, a logical basis needs to be established for determining the minimum enrollment required for a branch campus. Secondly, enrollment projections are needed on which to base a prediction when the minimum enrollment will be reached. In the preceding section of this study, the belief was stated that the enrollment level to require a branch campus would not be reached before 1980 and perhaps several years later.

The enrollment of the University of South Florida's Bayboro campus in St. Petersburg provides an index for viewing the minimum enrollment needed for a branch campus. The Bayboro campus, 30 miles southwest of the main campus in northern Tampa, has a headcount enrollment that yielded a four quarter FTE enrollment of approximately 1,000 students in 1974-75. In the same year, the FTE enrollment of the Ft. Walton and Panama City centers was 455.

If the assumption is warranted that a branch campus should be established when an FTE enrollment of 1,000 is reached, one might say that the present enrollment in the two Panhandle centers should more than double before branch status is to be envisioned.

Just exactly when the combined FTE enrollment of Ft. Walton-Eglin and Panama City will climb to 1,000 FTE students is almost as much a matter of

conjecture as of projecting enrollment based on valid assumptions. As pointed out earlier in this chapter, enrollment gains from year to year are determined largely by the allocation of resources and not by population change solely.

It seems evident that if more resources are allotted to the two centers than were allotted in the past five years, enrollment gains will be greater than those shown in Figure 4. On the other hand, if this basic assumption underlying the projections of the two centers does not prove to be true, then the projected level of enrollment will not reach the 1,000 FTE minimum enrollment benchmark by 1980.

Even though the combined enrollment of the two centers is presently far below what may be required for a branch campus, the cost of developing the basic facilities for a branch campus can be set forth.

A minimum of 15 acres would be needed. If joint utilization of facilities by Gulf Coast Community College and the Center is to occur, the site should be located near or adjacent to Gulf Coast, and preferably on the same side of U.S. 98.

The first phase of construction should be a building containing 20 classrooms, 15 offices, a library for 15,000 volumes and related media resources and facilities, two science laboratories, an experimental psychology laboratory, two auditoriums (seating 250 persons each), four conference rooms, and additional space for student and faculty lounges. No cafeteria or kitchen space would be included, except for a snack bar.

Utilizing present-day construction schedules, a building that would contain the above specified space designed to accommodate an approximate average four-quarter FTE enrollment of 1,000 would cost $3,688,000. This estimate includes furnishings and equipment, but would not cover books for the library. An additional $100,000 would be needed

for site improvements and parking, bringing the total estimated cost to $3,788,000.

Salary estimates for administrators, faculty, and support personnel, including OPS employees, will be determined by the administration and academic control relationship established between the main campus and the branch campus, and also, by the extent to which the branch campus itself will staff outreach programs of instruction. A minimum estimate of salaries would be $1,200,000 which is triple the current outlay for the cost of instruction at the two centers.

The entire estimated $3,788,000 would not be allocated in a single year, but provided over a three-year span to allow for construction and for the planned development of program offerings. During the second and third years, salary money and operating expense would be needed to bring the branch campus into full operation, as shown in the schedule set forth below.

Table 25: Branch Campus Costs (Estimated)

	1st Year	2nd Year	3rd Year
Capital Outlay			
Site Improvement	$ 50,000	$	$
Building Construction	3,688,000		
Parking	50,000		
Expense		50,000	50,000
Salaries			
Line Positions and OPS		900,000	300,000
Total	$3,788,000	$950,000	$350,000

Although 1976 is not a propitious time to establish a branch campus, initial thought to such a development is in order.

The first step in the planning process leading to a branch campus is the acquisition of a site. Historically, the state has not (except in acquiring a portion of the Interama site in Dade County) appropriated money for the purchase of a site for a new campus. Instead, it has accepted sites offered by local authorities subject to a review of the suitability of the property by the Regents. Then too, in the past, the process of site selection has been set into motion only when a new university had been authorized. There has been no authorization in the case of Panama City. If local authorities proceed with site selection, they should do so with the awareness that obtaining a site does not mean that authorization for a branch will follow. Authorization depends solely upon need and availability of resources.

Conclusion

Clearly, the troubled financial year of 1976 is not an opportune time to undertake educational expansion that will require additional funding. A moratorium on expenditure, however, is not to be equated with a moratorium on determining educational needs.

There is clear-cut need for expansion of outreach instruction in the Panama City area by the University of West Florida. This expansion should be designed to resolve the more pressing constraints in the present off-campus instructional program, and not of a scope to insure the delivery of off-campus programs of study in an optimum manner.

Whether or not any expansion at all occurs will depend upon (a) an improvement of the state's capacity to fund public higher education and (b) a determination that the area's off-campus educational needs rank sufficiently high when viewed along with the other expenditures being made for public higher education throughout the state.

Appendix A: PETITION

WHEREAS, the Bay County area has evidenced a rapid population increase of 14,867 over the past four years, reaching an accelerated growth rate of 19.7 per cent; and

WHEREAS, the Bay County area suffers from a geographical disadvantage in attempting to make use of higher education resources, with the University of West Florida being located 107 miles distant and Florida State University 100 miles distant; and

WHEREAS, Bay County's increased population has multiplied the demand upon existing community educational resources, including the Panama City State University System Center, which has grown at the rate of approximately 37 per cent over the past year; and

WHEREAS, the Panama City State University System Center, now housed in a temporary and aging facility, is rapidly reaching capacity utilization in terms of physical space, manpower availability and financial resources; now

THEREFORE, we the undersigned, representing a broad-based coalition of community leaders, urgently petition the Board of Regents to conduct a feasibility study to determine the possibility of establishing a permanent site for a center of higher education at Panama City.

C. L. Jinks, Jr., President
Bay County Chamber of Commerce

Dempsey J. Barron, Chairman
Bay County Legislative Delegation

Henry Vickery, Chairman
Committee of 100
Bay County Chamber of Commerce

James D. Faircloth, Chairman
Bay County Commission

Bert Benoit, Chairman
Education Committee
Bay County Chamber of Commerce

James M. Mowat, Chairman
Bay County School Board

Bill Eger, Chairman
Legislative Action Committee
Bay County Chamber of Commerce

George C. Tapper, Chairman
Board of Trustees
Gulf Coast Community College

Appendix B: Results of Questionnaire Survey of Community College Students

	Chipola f	Chipola %	Okaloosa-Walton f	Okaloosa-Walton %	Gulf Coast f	Gulf Coast %	All %
1. What was your age at your last birthday?							
1 - 17 years of age	13	4.6	33	6.4	80	4.5	4.9
2 - 18 years of age	76	26.9	165	32.2	391	22.2	24.7
3 - 19 years of age	112	39.6	97	18.9	290	16.4	19.5
4 - 20 years of age	25	8.8	26	5.1	150	8.5	7.9
5 - Over 20 years of age	57	20.1	152	29.7	838	47.5	40.9
No response	-	-	39	7.7	14	0.9	2.1
2. What is your sex?							
1 - Male	127	44.9	258	50.4	1045	59.3	55.9
2 - Female	156	55.1	254	49.6	712	40.4	43.9
No response	-	-	-	-	6	0.3	0.2
3. What is your marital status?							
1 - Single	234	82.7	375	73.2	1037	58.8	64.3
2 - Married	37	13.1	124	24.2	631	35.8	31.0
3 - Divorced	8	2.8	7	1.4	60	3.4	2.9
4 - Widowed	1	0.4	4	0.8	13	0.7	0.7
5 - Separated	1	0.4	1	0.2	20	1.1	0.9
No response	2	0.6	1	0.2	2	0.2	0.2
4. How many persons are financially dependent upon you (include yourself)?							
1 - One	186	65.7	287	56.1	971	55.1	56.5
2 - Two	21	7.4	42	8.2	185	10.5	9.7
3 - Three	9	3.2	17	3.3	147	8.3	6.8
4 - More than three	8	2.8	27	5.3	229	13.0	10.3
No response	59	20.9	139	27.1	231	13.1	16.7
5. What is your race?							
1 - White	233	82.3	485	94.7	1554	88.1	88.8
2 - Black	44	15.5	15	2.8	160	9.1	8.6
3 - Other	1	0.4	11	2.1	45	2.6	2.2
No response	5	1.8	1	0.2	4	0.2	0.4
6. In which county do you live?							
1 - Bay	-	-	-	-	1594	90.4	62.3
2 - Calhoun	17	6.0	-	-	6	0.3	0.9
3 - Franklin	-	-	-	-	5	0.3	0.2
4 - Gulf	1	0.4	-	-	72	4.1	2.9
5 - Jackson	154	54.4	-	-	4	0.2	6.2
6 - Holmes	34	12.0	-	-	6	0.3	1.6
7 - Okaloosa	-	-	470	91.8	1	0.1	18.4
8 - Walton	3	1.1	36	7.0	11	0.6	2.0
9 - Washington	29	10.2	-	-	13	0.7	1.6
10 - Other	45	15.8	6	1.2	44	2.5	3.7
No response	-	-	-	-	7	0.5	0.2

	Chipola f	Chipola %	Okaloosa-Walton f	Okaloosa-Walton %	Gulf Coast f	Gulf Coast %	All %
7. How far would you be willing to commute (round trip) to continue your education after completing your studies at your present institution?							
1 - Up to 15 miles	32	11.3	50	9.8	344	19.5	16.7
2 - Up to 25 miles	30	10.6	104	20.3	437	24.8	22.3
3 - Up to 50 miles	66	23.3	144	28.1	278	15.8	19.1
4 - Up to 75 miles	27	9.5	38	7.4	50	2.8	4.5
5 - Up to 100 miles	66	23.3	96	18.8	267	15.1	16.8
6 - Does not apply to me	60	21.2	76	14.8	356	20.2	19.2
No response	2	0.8	4	0.8	31	1.8	1.4
8. Will the absence of a baccalaureate degree-granting institution within commuting distance of your home substantially influence your decision to continue your education?							
1 - Yes	83	29.2	134	26.2	711	40.3	36.3
2 - No	136	48.1	262	51.2	680	38.6	42.1
3 - Not certain	63	22.3	112	21.8	347	19.7	20.4
No response	1	0.4	4	0.8	25	1.4	1.2
9. Where did you last attend high school?							
1 - In Florida	242	85.5	366	71.5	1093	62.0	66.5
2 - Outside of Florida	40	14.1	144	28.1	641	36.4	32.3
3 - Did not attend	1	0.4	2	0.4	21	1.2	0.9
No response	-		-	-	8	0.4	0.3
10. Do you expect to continue your education beyond community college?							
1 - Yes, immediately	198	70.0	358	69.9	987	56.0	60.3
2 - Yes, but not immediately	47	16.5	76	14.8	338	19.2	18.0
3 - No	6	2.1	18	3.5	108	6.1	5.2
4 - Uncertain	31	11.0	60	11.7	321	18.2	16.1
No response	1	0.4	-	-	9	0.5	0.4
11. What is your future educational goal?							
1 - To prepare for a career or profession	241	85.2	425	83.0	1244	70.6	74.7
2 - To change career fields	6	2.1	22	4.3	96	5.4	4.8
3 - To qualify for promotion in present career	16	5.7	16	3.1	150	8.5	7.1
4 - To obtain personal enrichment	13	4.6	27	5.3	129	7.3	6.6
5 - Other	2	0.7	3	0.6	26	1.5	1.2
No response	5	1.7	19	3.7	118	6.7	5.6

	Chipola f	Chipola %	Okaloosa-Walton f	Okaloosa-Walton %	Gulf Coast f	Gulf Coast %	All %
12. What is the principal factor that will determine your choice of a senior college or university?							
1 - Specific program offerings	142	49.5	249	48.6	815	46.2	47.1
2 - Personal financial resources	47	16.6	81	15.8	279	15.8	15.9
3 - Reputation of institution	19	6.7	21	4.1	81	4.6	4.7
4 - Geographic location	52	18.4	131	25.6	405	23.0	23.0
5 - Attended by member of my family	5	1.8	3	0.6	22	1.2	1.2
6 - Other	14	4.9	8	1.6	28	1.6	2.0
No response	6	2.1	19	3.7	133	7.6	6.1
13. Do you plan to work while you pursue your upper-level studies?							
1 - Yes, full-time	23	8.1	77	15.0	436	24.7	21.0
2 - Yes, part-time	124	43.8	213	41.6	708	40.2	40.9
3 - No	40	14.1	82	16.0	196	11.1	12.4
4 - Uncertain	92	32.5	122	23.8	308	17.5	20.4
No response	4	1.5	18	3.6	115	6.5	5.3
14. What class attendance schedule do you plan to follow?							
1 - Full-time	217	76.7	354	69.1	960	54.5	59.9
2 - Part-time, day	9	3.2	35	6.8	167	9.5	8.2
3 - Part-time, evening	10	3.5	41	8.0	260	14.7	12.2
4 - Have not decided	43	15.2	64	12.5	257	14.6	14.2
No response	4	1.4	18	3.6	119	6.7	5.5
15. What probable level of education do you intend to attain?							
1 - Bachelor's degree	131	46.3	258	50.4	732	41.5	43.8
2 - Master's degree	77	27.2	106	20.7	417	23.7	23.5
3 - Law degree	8	2.8	19	3.7	61	3.5	3.4
4 - Doctorate (M.D., Ph.D., Ed.D., D.D.S., etc.)	17	6.0	59	11.5	138	7.8	8.4
5 - No specified level	45	15.9	51	10.0	292	16.6	15.2
No response	5	1.8	19	3.7	123	6.9	5.7
16. Into which of the following general areas will your upper level program of study fall?							
1 - Liberal arts	33	11.7	67	13.1	228	12.9	12.8
2 - Business, including Sales, Accounting, etc.	64	22.6	110	21.5	406	23.0	22.7
3 - Education	73	25.8	88	17.2	239	13.6	15.6
4 - Engineering	15	5.3	38	7.4	160	9.1	8.3
5 - Other	47	16.6	132	25.8	391	22.2	22.3
6 - Uncertain	45	15.9	57	11.1	190	10.8	11.4
No response	6	2.1	20	3.9	149	8.4	6.9

	Ch. f	Ch. %	Okaloosa-Walton f	Okaloosa-Walton %	Gulf Coast f	Gulf Coast %	All %
17. Would you have strong objections to completing your college degree by attending class at an off-campus center?							
1 - Yes	43	15.2	75	14.6	242	13.7	14.1
2 - No	185	65.5	327	63.9	1103	62.6	63.1
3 - Indifferent	49	17.3	90	17.6	298	16.9	17.1
No response	6	2.0	20	3.9	120	6.8	5.7
18. Would you be attracted to a college or university offering a work-study program?							
1 - Yes	176	62.2	270	52.7	1096	62.2	60.3
2 - No	27	9.5	50	9.8	182	10.3	10.1
3 - Indifferent	75	26.5	170	33.2	366	20.8	23.9
No response	5	1.8	22	4.3	119	6.7	5.7
19. Some students for various reasons, find it necessary to interrupt their education, then re-enroll. Do you plan to continue in your studies until you get your four-year degree (except for summer vacation) without dropping out and then re-entering?							
1 - Yes	202	71.4	357	69.7	996	56.5	60.8
2 - No	20	7.1	36	7.0	175	9.9	9.0
3 - Uncertain	56	19.8	100	19.5	466	26.4	24.3
No response	5	1.7	19	3.8	126	7.2	5.9

Appendix C: Results of Telephone Survey of Panama City Residents

		f	%
1.	Are you now attending college?		
	1 - Yes	81	9.9
	2 - No	734	89.6
	No response	4	0.5
2.	Have you ever attended college?		
	1 - Yes	263	32.1
	2 - No	496	60.6
	No response	60	7.3
2a.	What was the highest college degree you received?		
	1 - 2-year degree	60	7.3
	2 - 4-year degree	73	8.9
	3 - No degree	193	23.6
	4 - Other	25	3.1
	No response	468	57.1
3.	Do you expect to continue your education?		
	1 - Yes	226	27.6
	2 - No	499	60.9
	3 - Uncertain	89	10.9
	No response	5	0.6
4.	What kind of institution do you plan to attend?		
	1 - Gulf Coast Community College	124	15.1
	2 - The University of West Florida Center	41	5.0
	3 - An out-of-town university	59	7.2
	4 - Uncertain	79	9.6
	No response	516	63.1
5.	What is your future educational goal?		
	1 - To prepare for a career or profession	179	21.9
	2 - To change career fields	24	2.9
	3 - To qualify for promotion in present career field	29	3.5
	4 - To obtain personal enrichment	64	7.8
	5 - Other	7	0.9
	No response	516	63.0
6.	Do you plan to work while you pursue your upper-level studies?		
	1 - Yes, full-time	89	10.9
	2 - Yes, part-time	97	11.8
	3 - No	84	10.3
	4 - Uncertain	31	3.8
	No response	518	63.2

		f	%
7.	What class attendance schedule do you plan to follow?		
	1 - Full-time	111	13.6
	2 - Part-time, day	55	6.7
	3 - Part-time, evening	95	11.6
	4 - Have not decided	42	5.1
	No response	516	63.0
8.	What level of education do you intend to attain?		
	1 - Bachelor's degree	128	15.6
	2 - Master's degree	58	7.1
	3 - Law degree	3	0.4
	4 - Doctorate (M.D., Ph.D., D.D.S., etc.)	5	0.6
	5 - No specified level	101	12.3
	No response	524	64.0
9.	In which one of the following general areas will your upper-level program of study fall?		
	1 - Liberal Arts	60	7.3
	2 - Business, including Sales, Accounting, etc.	85	10.4
	3 - Education	37	4.5
	4 - Engineering	11	1.3
	5 - Other	60	7.3
	6 - Uncertain	46	5.6
	No response	520	63.6
10.	Would you attend the local University of West Florida Center in Panama City if its curriculum enabled you to reach your educational goal?		
	1 - Yes	240	29.3
	2 - No	22	2.7
	3 - Uncertain	42	5.1
	No response	515	62.9

Appendix D: Results of Questionnaire Survey of Panama City Residents

	Panama City f	Panama City %	Navy Lab f	Navy Lab %
1. What was your age at your last birthday?				
1 - 17 years of age	9	20.5	6	5.4
2 - 18 years of age	7	15.9	8	7.1
3 - 19 years of age	9	20.5	11	9.8
4 - 20 years of age	8	18.2	16	14.3
5 - Over 20 years of age	5	11.4	15	13.4
No response	6	13.5	56	50.0
2. What is your sex?				
1 - Male	12	27.3	75	67.0
2 - Female	32	72.7	37	33.0
No response	-	-	-	-
3. What is your marital status?				
1 - Single	11	25.0	11	9.8
2 - Married	28	63.6	91	81.2
3 - Divorced	3	6.8	7	6.3
4 - Widowed	2	4.6	2	1.8
5 - Separated	-	-	1	0.9
No response	-	-	-	-
4. How many persons are financially dependent upon you (include yourself)?				
1 - One	24	54.5	27	24.1
2 - Two	5	11.4	21	18.8
3 - Three	5	11.4	16	14.3
4 - More than three	6	13.6	41	36.5
No response	4	9.1	7	6.3
5. What is your race:				
1 - White	38	86.4	108	96.4
2 - Black	6	13.6	3	2.7
3 - Other	-	-	1	0.9
No response	-	-	-	-
6. In which county do you live?	44	100.0	111	99.1
1 - Bay	-	-	-	-
2 - Calhoun	-	-	-	-
3 - Franklin	-	-	-	-
4 - Gulf	-	-	-	-
5 - Jackson	-	-	-	-
6 - Holmes	-	-	-	-
7 - Okaloosa	-	-	-	-
8 - Walton	-	-	-	-
9 - Washington	-	-	-	-
10 - Other	-	-	1	0.9
No response	-	-	-	-

	Panama City f	Panama City %	Navy Lab f	Navy Lab %
7. How far would you be willing to commute (round trip) to continue your education after completing your studies at your present institution?				
1 - Up to 15 miles	18	40.9	34	30.4
2 - Up to 25 miles	10	22.7	36	32.1
3 - Up to 50 miles	1	2.3	13	11.6
4 - Up to 75 miles	1	2.3	2	1.8
5 - Up to 100 miles	6	13.6	3	2.7
6 - Does not apply to me	7	15.9	23	20.5
No response	1	2.3	1	0.9
8. Will the absence of a baccalaureate degree-granting institution within commuting distance of your home substantially influence your decision to continue your education?				
1 - Yes	26	59.1	55	49.1
2 - No	10	22.7	38	33.9
3 - Not certain	7	15.9	16	14.3
No response	1	2.3	3	2.7
9. Where did you last attend high school?				
1 - In Florida	30	68.2	40	35.7
2 - Outside of Florida	14	31.8	72	64.3
3 - Did not attend	-	-	-	-
No response	-	-	-	-
10. Do you expect to continue your education beyond community college?				
1 - Yes, immediately	10	22.7	28	25.0
2 - Yes, but not immediately	14	31.8	47	42.0
3 - No	3	6.8	13	11.6
4 - Uncertain	15	34.1	21	18.8
No response	2	4.6	3	2.6
11. What is your future educational goal?				
1 - To prepare for a career or profession	18	40.9	15	13.4
2 - To change career fields	3	6.8	18	16.1
3 - To qualify for promotion in present career	15	34.1	24	21.4
4 - To obtain personal enrichment	4	9.1	33	29.4
5 - Other	1	2.3	6	5.4
No response	3	6.8	16	14.3

	Panama City f	Panama City %	Navy Lab f	Navy Lab %
12. What is the principal factor that will determine your choice of a senior college or university?				
1 - Specific program offerings	25	56.8	55	49.1
2 - Personal financial resources	2	4.5	4	3.6
3 - Reputation of institution	-	-	2	1.8
4 - Geographic location	13	29.5	33	29.4
5 - Attended by member of my family	-	-	-	-
6 - Other	1	2.3	3	2.7
No response	3	6.9	15	13.4
13. Do you plan to work while you pursue your upper-level studies?				
1 - Yes, full-time	25	56.8	69	61.6
2 - Yes, part-time	12	27.3	12	10.7
3 - No	1	2.3	2	1.8
4 - Uncertain	3	6.8	13	11.6
No response	3	6.8	16	14.3
14. What class attendance schedule do you plan to follow?				
1 - Full-time	8	18.2	8	7.1
2 - Part-time, day	2	4.5	11	9.8
3 - Part-time, evening	22	50.0	62	55.4
4 - Have not decided	9	20.5	15	13.4
No response	3	6.8	16	14.3
15. What probable level of education do you intend to attain?				
1 - Bachelor's degree	15	34.1	30	26.8
2 - Master's degree	9	20.5	34	30.4
3 - Law degree	-	-	2	1.8
4 - Doctorate (M.D., Ph.D., Ed.D., D.D.S., etc.)	5	11.4	9	8.0
5 - No specified level	10	22.7	20	17.9
No response	5	11.3	17	15.1
16. Into which of the following general areas will your upper level program of study fall?				
1 - Liberal arts	3	6.8	12	10.7
2 - Business, including Sales, Accounting, etc.	11	25.0	27	24.1
3 - Education	14	31.8	5	4.5
4 - Engineering	3	6.8	27	24.1
5 - Other	3	6.8	15	13.4
6 - Uncertain	4	9.1	9	8.0
No response	6	13.7	17	15.2

	Panama City f	Panama City %	Navy Lab f	Navy Lab %
17. Would you have strong objections to completing your college degree by attending class at an off-campus center?				
1 - Yes	6	13.6	3	2.7
2 - No	27	61.4	79	70.5
3 - Indifferent	8	18.2	12	10.7
No response	3	6.8	18	16.1
18. Would you be attracted to a college or university offering a work-study program?				
1 - Yes	24	54.5	44	39.3
2 - No	4	9.1	18	16.1
3 - Indifferent	13	29.5	34	30.4
No response	3	6.9	16	14.2
19. Some students, for various reasons, find it necessary to interrupt their education, then re-enroll. Do you plan to continue in your studies until you get your four-year degree (except for summer vacation) without dropping out and then re-entering?				
1 - Yes	15	34.1	28	25.0
2 - No	8	18.2	17	15.2
3 - Uncertain	16	36.4	39	34.8
No response	5	11.3	28	25.0

Appendix E: Survey Responses of Community College Students by Race

	Chipola		Okaloosa-Walton		Gulf Coast		All	
	% White (233)	% Black (44)	% White (485)	% Black (15)	% White (1552)	% Black (161)	% White (2270)	% Black (220)
1. What was your age at your last birthday?								
1 - 17 years of age	4.3	6.8	6.6	6.7	4.6	3.7	5.0	4.5
2 - 18 years of age	29.2	18.2	33.0	13.3	21.8	29.2	25.0	25.9
3 - 19 years of age	38.2	47.7	19.2	13.3	16.4	18.6	19.2	24.1
4 - 20 years of age	6.9	18.2	4.9	6.7	8.4	9.3	7.5	10.9
5 - Over 20 years of age	21.4	9.1	28.2	60.0	48.1	37.3	41.1	33.2
No response	-	-	8.1	-	0.7	1.9	2.2	1.4
2. What is your sex?								
1 - Male	47.6	29.5	50.9	33.3	60.4	43.5	57.0	40.0
2 - Female	52.4	70.5	49.1	66.7	39.4	55.9	42.8	59.5
No response	-	-	-	-	0.2	0.6	0.2	0.5
3. What is your marital status?								
1 - Single	80.3	95.5	73.4	53.3	57.4	71.4	63.2	75.0
2 - Married	15.0	2.3	24.1	46.7	37.4	22.4	32.3	20.0
3 - Divorced	3.4	-	1.4	-	3.4	2.5	3.0	1.8
4 - Widowed	0.4	-	0.8	-	0.6	1.9	0.7	1.4
5 - Separated	0.4	-	0.3	-	1.0	1.2	0.8	0.9
No response	0.5	2.2	-	-	0.2	0.6	0.1	0.9
4. How many persons are financially dependent upon you (include yourself)?								
1 - One	62.7	81.8	55.9	46.7	54.7	62.1	55.8	65.0
2 - Two	6.9	9.1	8.0	13.3	10.2	11.2	9.4	10.9
3 - Three	3.0	2.3	3.3	6.7	7.9	10.6	6.4	8.6
4 - More than three	3.4	-	5.2	13.3	13.6	8.1	10.7	6.8
No response	24.0	6.8	27.6	20.0	13.6	8.0	17.7	8.7
5. What is your race?								
1 - White	100.0	-	100.0	-	100.0	-	100.0	-
2 - Black	-	100.0	-	100.0	-	100.0	-	100.0
No response	-	-	-	-	-	-	-	-
6. In which county do you live?								
1 - Bay	-	-	-	-	91.0	88.8	62.2	65.0
2 - Calhoun	6.9	-	-	-	0.1	1.2	0.8	0.9
3 - Franklin	-	-	-	-	0.3	-	0.2	-
4 - Gulf	0.4	-	-	-	4.1	5.0	2.9	3.6
5 - Jackson	53.6	70.5	-	-	0.3	-	5.5	14.1
6 - Holmes	13.7	2.3	-	-	0.4	-	1.7	0.5
7 - Okaloosa	-	-	92.0	93.3	0.1	-	19.7	6.4
8 - Walton	1.3	-	7.0	-	0.6	-	2.1	-
9 - Washington	9.9	13.6	-	-	0.8	-	1.6	2.7
10 - Other	14.2	13.6	1.0	6.7	1.9	3.7	3.0	5.9
No response	-	-	-	-	0.4	1.3	0.3	0.9

	Chipola		Okaloosa-Walton		Gulf Coast		All	
	% White	% Black	% White	% Black	% White	% Black	% White	% Black
7. How far would you be willing to commute (round trip) to continue your education after completing your studies at your present institution?								
1 - Up to 15 miles	10.7	13.6	9.9	6.7	19.7	21.1	16.7	18.6
2 - Up to 25 miles	11.6	6.8	21.0	13.3	26.0	15.5	23.4	13.6
3 - Up to 50 miles	24.5	18.2	29.3	-	16.9	5.6	20.3	7.7
4 - Up to 75 miles	9.4	11.4	6.8	20 0	2.8	3.7	4.3	6.4
5 - Up to 100 miles	22.7	25.0	17.7	40.0	13.5	29.2	15.4	29.1
6 - Does not apply to me	20.6	22.7	14.4	20.0	19.3	23.0	18.4	22.7
No response	0.5	2.3	0.9	-	1.8	1.9	1.5	1.9
8. Will the absence of a baccalaureate degree-granting institution within commuting distance of your home substantially influence your decision to continue your education?								
1 - Yes	27.9	34.1	25.4	53.4	40.7	39.1	36.1	39.1
2 - No	49.8	40.9	52.2	33.3	39.4	30.4	43.2	32.7
3 - Not certain	21.9	25.0	21.6	13.3	18.8	28.0	19.7	26.4
No response	0.4	-	0.8	-	1.1	2.5	1.0	1.8
9. Where did you last attend high school?								
1 - In Florida	85.4	90.9	72.6	53.3	61.1	82.0	66.0	81.8
2 - Outside of Florida	14.2	9.1	27.0	46.7	37.4	16.1	32.8	16.8
3 - Did not attend	0.4	-	0.4	-	1.0	1.9	0.8	1.4
No response	-	-	-	-	0.5	-	0.4	-
10. Do you expect to continue your education beyond community college?								
1 - Yes, immediately	69.1	72.7	70.3	66.7	54.8	63.3	59.6	65.5
2 - Yes, but not immediately	16.7	15.9	15.1	20.0	19.5	16.8	18.3	16.8
3 - No	2.1	2.3	3.7	-	6.2	5.0	5.2	4.1
4 - Uncertain	12.1	6.8	10.9	13.3	18.9	14.9	16.5	13.2
No response	-	2.3	-	-	0.6	-	0.4	0.4
11. What is your future educational goal?								
1 - To prepare for a career or profession	84.1	90.9	83.1	80.0	70.6	70.2	74.6	75.0
2 - To change career fields	1.7	2.3	4.1	13.3	4.8	9.9	4.4	8.6
3 - To qualify for promotion in present career	6.0	4.5	3.1	6.7	8.4	9.3	7.0	8.2
4 - To obtain personal enrichment	5.2	2.3	5.2	-	7.5	6.2	6.7	5.0
5 - Other	0.9	-	0.6	-	1.5	0.6	1.3	0.5
No response	2.1	-	3.9	-	7.2	3.8	6.0	2.7

	Chipola		Okaloosa-Walton		Gulf Coast		All	
	% White	% Black	% White	% Black	% White	% Black	% White	% Black
12. What is the principal factor that will determine your choice of a senior college or university?								
1 - Specific program offerings	48.9	54.5	48.9	40.0	46.1	45.3	47.0	46.8
2 - Personal financial resources	15.5	22.7	15.3	20.0	14.8	25.5	14.9	24.5
3 - Reputation of institution	7.7	2.3	4.3	-	4.4	6.2	4.7	5.0
4 - Geographic location	19.7	9.1	25.8	33.3	24.5	11.2	24.3	12.3
5 - Attended by member of my family	1.3	2.3	0.6	-	0.9	5.0	0.9	4.1
6 - Other	4.7	6.8	1.4	-	1.5	0.6	1.9	1.8
No response	2.2	2.3	3.7	6.7	7.8	6.2	6.3	5.5
13. Do you plan to work while you pursue your upper level studies?								
1 - Yes, full-time	8.6	6.8	15.3	20.0	25.0	20.5	21.2	17.7
2 - Yes, part-time	41.2	56.8	41.2	53.4	38.1	60.9	39.1	59.5
3 - No	15.0	9.1	15.7	13.3	11.4	7.5	12.7	8.2
4 - Uncertain	33.5	27.3	24.1	13.3	18.5	8.1	21.2	12.3
No response	1.7	-	3.7	-	7.0	3.0	5.8	2.3
14. What class attendance schedule do you plan to follow?								
1 - Full-time	73.4	90.9	68.9	60.0	53.2	61.5	58.6	67.3
2 - Part-time, day	3.9	-	6.4	26.7	9.3	11.8	8.1	10.5
3 - Part-time, evening	4.3	-	8.2	6.7	15.6	9.3	12.9	7.3
4 - Have not decided	16.7	9.1	12.8	6.7	14.8	13.7	14.5	12.3
No response	1.7	-	3.7	-	7.1	3.7	5.9	2.6
15. What probable level of education do you intend to attain?								
1 - Bachelor's degree	48.5	38.6	50.7	53.2	42.8	35.4	45.1	37.3
2 - Master's degree	23.6	40.9	20.2	26.7	21.8	37.9	21.6	37.7
3 - Law degree	3.0	2.3	3.7	6.7	3.5	3.1	3.5	3.2
4 - Doctorate (M.D., Ph.D., Ed.D., D.D.S., etc.)	5.6	9.1	11.8	6.7	7.5	7.5	8.2	7.7
5 - No specified level	17.2	9.1	9.7	6.7	17.3	11.2	15.7	10.5
No response	2.1	-	3.9	-	7.1	4.9	5.9	3.6
16. Into which of the following general areas will your upper level program of study fall?								
1 - Liberal arts	11.6	13.6	12.2	20.0	13.0	12.4	12.7	13.2
2 - Business, including Sales, Accounting, etc.	20.6	29.5	21.6	20.0	22.0	34.2	21.8	32.3
3 - Education	26.2	25.0	17.3	20.0	13.3	18.0	15.5	19.5
4 - Engineering	5.6	4.5	7.6	-	9.1	6.2	8.4	5.5
5 - Other	16.7	15.9	26.2	26.7	22.5	17.4	22.7	17.7
6 - Uncertain	16.7	11.5	10.9	13.3	11.3	6.8	11.8	8.2
No response	2.6	-	4.2	-	8.8	5.0	7.1	3.6

	Chipola		Okaloosa-Walton		Gulf Coast		All	
	% White	% Black	% White	% Black	% White	% Black	% White	% Black
17. Would you have strong objections to completing your college degree by attending class at an off-campus center?								
1 - Yes	13.3	22.7	14.8	13.3	12.8	20.5	13.3	20.5
2 - No	67.0	56.8	63.1	86.7	63.0	61.5	63.4	62.3
3 - Indifferent	17.6	18.2	17.9	-	17.1	14.9	17.3	14.5
No response	2.1	2.3	4.2	-	7.1	3.1	6.0	2.7
18. Would you be attracted to a college or university offering a work-study program?								
1 - Yes	57.5	84.1	52.0	73.3	59.9	81.4	58.0	81.4
2 - No	10.3	4.5	10.1	-	10.4	8.1	10.4	6.8
3 - Indifferent	30.0	11.4	33.4	26.7	22.4	6.8	25.6	9.1
No response	2.2	-	4.5	-	7.3	3.7	6.0	2.7
19. Some students, for various reasons, find it necessary to interrupt their education, then re-enroll. Do you plan to continue in your studies until you get your four-year degree (except for summer vacation) without dropping out and then re-entering?								
1 - Yes	69.5	77.3	69.9	73.4	55.9	61.5	60.3	65.5
2 - No	7.7	4.5	6.8	13.3	9.8	[illegible]	8.9	9.5
3 - Uncertain	20.6	18.2	19.4	13.3	26.8	[illegible]	24.6	22.3
No response	2.2	-	3.9	-	7.5	[illegible]	6.2	2.7